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AUTHOR	Arbetman, Edna; And Others
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ABSTRACT

Designed to enable teachers to help job seekers become familiar with basic job search skills, this teaching unit was written for young people or inexperienced job seekers and is intended as a beginning guide. It may be used with many types of job seekers including high school students, Comprehensive Employment and Training Act (CETA) participants, adults with limited job experiences, displaced workers, and for any person who has not looked for a job in a long period of time. It may also be modified to use with disabled and English as a Second Language (ESL) students. Lesson plans are provided for teachers, and experiential and hands-on materials and activities are provided for students. Each lesson plan includes the purpose, materials, time, and procedures needed for each session. Fifteen lessons are presented in the following categories: (1) an introduction to the world of work; (2) how to introduce yourself to employers; (3) how to find job openings; and (4) how to prepare for and follow up on job interviews. An 18-item bibliography is included. (JW)

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STEPS TO GETTING A JOB

A unit of study designed to teach students job seeking skills

Written by
Edna Arbetman
with Phil Ghoff

and

The CETA Staff Development Project

Joe Cooney, Director
Patricia Kurtz, Counselor
Susan Burgenbauch, Research Assistant

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The CETA Staff Development Project is a
project of

San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063
(415) 363-5400

County Superintendent of Schools
William K. Jennings

San Mateo County Board of Education
J. Paul Bradley
Florence M. Cadigan
Jean Colby
Granville DeMerritt
Larry L. Foster
Mrs. Ercel M. Kern, President
Carol A. Slavick

Vocational Education Division
Robert L. Obrey, Assistant Superintendent

Career Preparation Programs
Emily Glines, Administrator

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INTRODUCTION

In the last ten years as the job market has grown more competitive, it has become increasingly important for young people to become proficient, not only in the skills necessary to work, but in the skills necessary to find work. This book was written to help young people become familiar with these job seeking skills. Looking for work is a difficult task, and while there is no way of making it easy, learning and using job search techniques will increase the student's chances of success.

Steps to Getting a Job is the third in a series of manuals that have been written to enable teachers to help job seekers. The first, *The Job Planning Manual and Summary*, sets down a system counselors and teachers can use to aid job seekers in exploring and identifying a career goal. *Preparation for the World of Work*, the second manual, helps job seekers develop skills to stay on the job. *Steps to Getting a Job* provides teachers with lesson plans and materials to teach students how to find a job.

Steps to Getting a Job covers the basic skills of job seeking. It was written for young people or inexperienced job seekers and is intended as a beginning guide. Experiential and hands-on materials and activities are provided so that students will develop behaviors necessary for job seeking. Additional resources are included for teachers who wish more information. The fifteen activities though are a complete instructional unit and will teach students the necessary job search skills.

The book may be used with many types of job seekers including high school students, CETA participants, adults with limited job experiences, displaced workers, and for any person who has not looked for a job in a long period of time. *Steps to Getting a Job* may also be modified to use with disabled and English as a Second Language (ESL) students.

Each lesson plan lists the Purpose, Materials, Time and Procedure of the session. The Purpose section discusses the reasons for studying a particular topic. The teacher is encouraged to share the purpose with the students as an introduction to the lesson or to use it as a conclusion at the end.

The Materials section lists the materials needed to teach the session. Worksheets are found at the end of the lesson plan and may be reproduced for each student.

The Time section indicates the length of time needed to teach each lesson. This is helpful as it allows the teacher to coordinate these lessons with regular activities.

Teachers are becoming increasingly involved in helping students enter the world of work. *Steps to Getting a Job* will make it easier for teachers to assume their new role and be successful in it.

STEPS TO GETTING A JOB

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INTRODUCTION TO THE WORLD OF WORK

Why We Work

Getting Ready To Work

Men Working, Women Working, People Working

Why We Work

Purpose

To enable students to understand that working satisfies not only their own needs but also those of their employers.

To enable students to use employer expectations as an aid to finding a job.

Materials

In the Boss' Shoes handout
Butcher Paper or Chalkboard

Time

15-20 minutes

Procedure

A. Class Discussion - 5 minutes. Begin the session by asking the students why people work. What needs do they think workers hope to fulfill? Brainstorm the answers and write a list on the board or on butcher paper. (Needs that might be mentioned are money, security, fulfill family needs, something to do, to help others, be productive (achieve something), learn skills, meet people, feel good about themselves, develop self-confidence, stay out of trouble, feeling of independence.)

   Remind the students that while they often can't fulfill all desired needs, hopefully, they can meet some of them.

B. Have the students look over the list of needs. Suggest that they think about what's the most important need to them right now. Do they think their needs will change? Discuss their answers, if desired, before moving on.

C. Now tell the students to think about the following questions:

   1. Who else has needs in the world of work?
   2. What do employers expect employees to do for them?

D. Hand out the worksheet In the Boss' Shoes. Give the students a few minutes to read it. Instruct them to imagine that they're the boss!! Discuss these questions as a class when they're through:

   1. Would you give Marci a raise? Why or why not?
   2. Would you fire her? Why or why not?
   3. What are <u>your</u> (the employer's) needs?
   4. Did Marci fill your needs? Did Joe?

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(Needs that might be mentioned are hard working, following directions, being on time, reliability, getting along with others, taking initiative, being trustworthy.)

E. Summarize the lesson by asking the students how this information could help them in their job search.

Emphasize that many young people entering the work world do not think about work as having to satisfy others' needs. They should be aware that the employer is looking to have his/her needs met when they're looking for employees to hire. Hopefully the employee's needs are met also, but, as the job seeker talks to employers, he needs to be aware that firstly the employer is looking for someone to fill his/her needs. That's the first point to which the prospective employee must address himself.

Steps to getting

IN THE BOSS' SHOES

About two years ago, after years of working for someone else, you finally opened up your own grocery store. You and your brother decided to try it and see how it went. Well, believe it or not, you did really well, and you hired a clerk 6 months ago for 30 hours a week. Joe, the new employee, did really well. He was a hard worker, would ask for more things to do when he wasn't busy, and would stay later, when needed. Your brother wanted to work less hours, and so you needed to hire someone else part-time. Marci seemed fine. She had walked in one day and asked for a job. She was a student at a local high school. It seemed perfect!

You set Marci's hours with her, and pretty soon she wanted them changed because of some school activities. You make some concessions the first time. The second time she asked, you told Marci that she couldn't change her hours and she acted a little mad. Marci had a boy friend who lived right around the block from the store, and he would come in and visit Marci at the end of the day. One of the customers complained to you. It definitely was a problem. You told her a few times not to do that! Finally he stopped coming by! Her work was fine most of the time, but unlike Joe, she never asked if there was anything to do when she wasn't busy. She looked kind of bored also. You began to ask yourself if you were getting what you needed. She also got mad at Joe if he told her anything. She came late once a week or so, and Joe wasn't always able to stay.

One day, after Marci had been there almost 2 months, she asked you for a raise. She needed money for clothes, and a little raise would help!

Getting Ready to Work

Purpose

To teach students about the documents they will need in order to obtain a job. Specifically:

1. To educate students about the work laws that apply to them.
2. To teach students the purpose of social security and how to apply for a social security number.
3. To show students when and how to apply for a copy of their birth certificates and a work permit.

Materials

Papers I Need to Start Work
Getting Ready to Work Quiz
Teacher's Answer Key for Quiz

Time

Approximately 30 minutes

Procedure

A. Class discussion - 10 minutes

1. Ask the students to share what they know about work laws, social security numbers or work permits and, if possible, have them generate definitions for each term.
2. Find out if anyone in the class has ever sent for a copy of his/her birth certificate. If so, how did he/she do this? Was it a difficult process?

B. Individual reading and questions - 10 minutes

1. Distribute copies of "Papers I Need to Start Work", and give them time to read the handout. Answer any questions.

C. Quiz - 5 minutes

1. Give the quiz. Ask volunteers for answers.

D. Summary

1. Summarize the session by stressing the necessity for obtaining a social security number, birth certificate and work permit.

Steps to getting a job

Optional Activity

A. Ask the students to discuss what could happen if there were no work laws for minors.

PAPERS I NEED TO START WORK

QUESTION: WHY DO I NEED A SOCIAL SECURITY NUMBER?

ANSWER: Every worker in America must have a social security number. All work applications will ask for this number, which is printed on your Social Security Card. It is not proof of your age.

QUESTION: HOW DOES SOCIAL SECURITY WORK?

ANSWER: The government taxes each of our paychecks and deposits this money into a general Social Security account. When we retire we will get money from this government account every month. Social Security is also available to help us if we're unemployed or too injured or sick to go back to work. Ask a local government official if you want more information.

QUESTION: HOW DO I GET A SOCIAL SECURITY CARD AND NUMBER?

ANSWER: It's very easy. Find out where the nearest Social Security Administration Office is located. This information can be found in the phone book under "U.S. Government". Go to the Social Security Office, and the people there will give you a form to fill out. After you complete the form and give it back to them, they will send for your card. It usually takes about 8 weeks to get a Social Security Card. It is a good idea to ask them for a copy of the form you filled out, so you can show your school and employer that you've applied for a card.

QUESTION: WHAT DO I NEED TO BRING WITH ME TO THE SOCIAL SECURITY OFFICE?

ANSWER: You will probably need a birth certificate as proof of age, although you should call the office and find out if anything else is good enough. Ask your parents where your birth certificate is and make a copy. Keep the original in a safe place.

QUESTION: WHAT IF MY PARENTS DON'T HAVE MY BIRTH CERTIFICATE?

ANSWER: You will need to send for a copy. You will need to write a letter, including the following information:

1. Your full name
2. Your date of birth
3. The city in which you were born
4. Your father's full name
5. Your mother's full name (including maiden name)
6. The hospital in which you were born (if known)

Ask your parents to help you if you don't know this information

If you were born in California (except Los Angeles County) write to:

State Department of Health
Office of the State Registrar of Vital Statistics
410 North Street
Sacramento, CA 95814

If you were born in Los Angeles County, write to:
Bureau of Vital Statistics
227 North Broadway, Room 10
Los Angeles, CA 90012

If you were born outside California, call the Social Security Administration and ask them where you can send for a copy.

QUESTION: WHAT'S A WORK PERMIT?

ANSWER: It looks like the paper below. A work permit is required by law in California for anyone under the age of 18. Employers must see your work permit before they can allow you to start work.

QUESTION: WHAT DOES A REQUEST FOR A WORK PERMIT LOOK LIKE?

ANSWER: Here is a copy of the application you need to complete in order to get a work permit.

Form No. B1-4 (Rev. 11-76)

Valid until _____

School _____

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Permit to Employ and Work

MAXIMUM HOURS OF EMPLOYMENT WHEN SCHOOL IS IN SESSION:

PER DAY: _____ PER WEEK: _____

TYPE OF STUDENT:
Regular: ☐
Work Exp. Ed, CVE: ☐
Vacation employee: ☐
Exempted student: ☐

REMARKS: _____

Name of minor	Sex	Soc. Sec. No.	Age	Birthdate	Age proof

Street address	City	ZIP	County	Home phone no.

School district	Street address	City	Phone no.

Signature of minor: _____ Date: _____ Signature of issuing authority: _____

VALID ONLY IF EMPLOYER HAS FILED FORM B1-1, "Request for Work Permit and Statement of Intent to Employ Minor," with the issuing School Authority (except vacation employees) and has current validation.

QUESTION: HOW DO I GET AN APPLICATION FOR A WORK PERMIT AND A WORK PERMIT?

ANSWER: Your school! Your school will give you a copy of the Request for Work Permit and Statement of Intent to Employ a Minor. Fill it out completely and have your parent or guardian sign it. Don't forget to put the name and address of where you'll be working. Then bring the form back to the school and they'll issue you the Work Permit. Your employer keeps the Work Permit on file until you terminate (stop working). You'll need to apply for a new Work Permit if you go to work for someone else.

QUESTION: ARE THERE WORK LAWS FOR MINORS?

ANSWER: Yes. The laws, which are printed on the back of the Work Permit Application and the Work Permit itself, are listed below. Read them and ask your teacher or counselor if there is something you don't understand.

Minors' Work Regulations

ALL MINORS AGES 12 THROUGH 17 MUST HAVE A "PERMIT TO EMPLOY AND WORK" ON FILE WITH THE EMPLOYER DURING THE TERM OF THE EMPLOYMENT. THIS PERMIT IS RETURNED TO THE MINOR UPON TERMINATION.

- Minors 14 through 17 years of age must have a "Request for Work Permit and Statement of Intent to Employ Minor" (B1-1) on file with the school district of attendance when working on school days.
- Minors to age 18 who have not graduated are required to attend school a minimum of four (4) hours per week. See the face of the permit for hours this minor can work.
- Students in approved work experience education programs may work up to 8 hours per day on days school is in session. An agreement must be on file for work experience education exemptions.
- All labor laws applicable to other employees of the business will apply to the minors' employment.
- Workers' Compensation Insurance is required for the student when these provisions of law apply to your industry.
- Minors exempt from the permit regulations are those working at newspaper delivery or babysitting and agricultural workers working on premises owned or operated by the parent or guardian.
- Minors are not permitted to work in the following occupations: (FLSA)*

1. Explosives
2. Motor vehicles
3. Coal mining
4. Logging and sawmilling
5. Power-driven woodworking machines
6. Radiation exposure
7. Power-driven hoists
8. Power-driven metal forming, punching, and shearing mach.
9. Other mining
10. Slaughtering, meat packing
11. Power bakery machines
12. Power-driven paper prod. machines
13. Mfg. brick, tile products
14. Power saws and shears
15. Wrecking, demolition
16. Roofing
17. Excavation operations

- Exemptions are available for Order Nos. 5, 7, 8, 10, 12, 14, 15, and 17 when an agreement is on file with the school indicating the student is in an approved work experience education program and the tasks are incidental to regular employment. (FLSA)*
- Student ages and hours per day and per week:

Age	Nonschool days	School days
12-13	8 per day/40 per week (IWC jobs only)	0 per day/0 per week
14-15	8 per day/40 per week	3 per day/18 per week (FLSA)*
14-15	8 per day/40 per week	4 per day/28 per week (IWC)*
16-17	8 per day/48 per week	4 per day/28 per week

- A day of rest from work is required if the total hours employed per week exceed 30 hours or if more than 6 hours are worked on any one day during the week (school attendance is not considered employment).
- Minor's work must be performed between specified hours:
  - 12-13 years, 5 a.m. to 10 p.m. on nonschool days only (IWC jobs only)
  - 14-15 years, 7 a.m. to 7 p.m. (5 a.m.—10 p.m.—IWC jobs) (Summer 6/1—Labor Day, 7 a.m.—9 p.m.—FLSA)*
  - 16-17 years, 5 a.m. to 10 p.m. (12:30 a.m. when no school next day—IWC)*
- Students in approved work experience education programs may work on school days to 12:30 a.m. Parental and school permission are required and the adult minimum wage must be paid for the hours from 10:00 p.m. to 12:30 a.m.
- The prevailing minimum wage for the business must be paid to the minor. Check with IWC or FLSA for rates in your business.

*When regulations of two enforcement agencies differ, the more restrictive regulation applies. Either the Industrial Relations Division of the Industrial Welfare Commission (IWC) or the U.S. Department of Labor-Fair Labor Standards Act (FLSA) can assist you in determining when a regulation applies to your industry.

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BEST COPY AVAILABLE

Name:_____

Class:_____

Date:_____

GETTING READY TO WORK QUIZ

1. A Social Security Number will prove your age._____T _____F

2. Sometimes job applications will ask for your Social Security Number.
_____T _____F

3. Your school can give you an application for a work permit._____T _____F

4. The Social Security Office should be able to tell you how to apply for a copy of your birth certificate._____T _____F

5. No one under 14 can work._____T _____F

6. Under most circumstances minors (under 18) can't have a job where they're operating a motor vehicle._____T _____F

7. If you're under 17 and enrolled in a work experience program you may be able to work 8 hours a day._____T _____F

8. All work laws are the same if you're 15 or if you're 17._____T _____F

9. Your school keeps your Work Permit while you're working._____T _____F

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TEACHER'S ANSWER KEY FOR QUIZ

1. False
2. True
3. True
4. True
5. False (ages 12 and over may apply for a work permit)
6. True
7. True
8. False
9. False (they keep your "Request for Work Permit and Statement of Intent of Intent to Employ Minor".)

Men Working, Women Working, People Working

Purpose

To help students examine their own views and beliefs regarding both men and women in "non-traditional" work roles.

Materials

Men's Work? Women's Work?
Questions for Group Discussion
Butcher Paper or Chalkboard

Time

50 minutes

Procedure

A. Class discussion - 10 minutes

1. Begin the session by asking if anyone in the class knows someone who works in a "non-traditional" job (e.g: a female carpenter or bus driver; male nurse or secretary).
   a. Ask the students to share what they know about how the person feels being a man/woman in a job which is "normally" performed by the opposite sex. Share an experience you know if the students do not have one.
   b. Ask the students how they think they would feel in a similar circumstance.
2. Tell the class that today they will be examining some of their thoughts and feelings about the kinds of work men and women should be doing.

B. Individual worksheet completion - 10 minutes

1. Hand out the worksheet "Men's Work? Women"s Work?". Tell the students they will have 10 minutes to complete it. Have them read over the instructions to themselves and ask any questions they may have before they begin.

C. Small Group Discussion - 15 minutes

1. At the end of the 10 minutes, divide the class into groups of 4 or 5. Have each group select a recorder and a facilitator. Make sure he/she has a blank piece of paper and a pen.

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a. Hand out "Questions For Group Discussion" and one blank "Men's Work? Women"s Work?" worksheet to each recorder.

b. Instruct each recorder to write down a summary of the group's discussion on a blank sheet of paper. Remind him/her to write down the specific reasons for the members' viewpoints.

c. On the blank "Men's Work? Women's Work?" worksheet, have each recorder tally the group members' responses from their own workshops.

2. Circulate around the room to help the groups when necessary.

D. Group Report/Class Discussion - 10 minutes

1. After 15 minutes, reconvene the class. Have each group recorder give his/her summary. After each recorder has reported, open up the discussion to the whole class.

2. During the general discussion, ask someone to take the worksheets from each group and tally the whole class's responses onto another blank worksheet.

3. Select one or two occupations on which there is the most disagreement. Discuss these jobs. Write pro's and con's for each side on butcher paper or chalkboard.

4. Was there any occupation that the class as a whole felt only one sex could perform?

a. If so, are there factual reasons for this feeling or does tradition and upbringing unduly influence us? The class may want to do research on this question for a future project.

E. Summary - 5 minutes

1. Summarize the session by discussing the following questions. (Different questions will probably arise depending on the specific nature of your group's discussion.):

a. Is anyone in the class considering going into a non-traditional occupation? Ask him/her to discuss the reasons behind such a consideration.

b. Are higher-status jobs generally held by men?

c. Are the salaries of traditional female jobs lower than those of traditional male jobs? What are the students' opinions of this?

d. Do men need more money than women?

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Ideas For Future Classes

A. Invite people who are doing non-traditional jobs to address the class and share their experiences.

B. Contact the Women's Bureau at the Department of Labor in the Federal Building or your local library and gather statistics on the following topics:

1. Are women's wages comparable to men's wages for comparable work?

2. What percentage of women work in America? How many are the sole providers for their families?

3. What are the gains women have made in employment in the last 10 years? Are these gains greater or less than we assume they are?

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MEN'S WORK? WOMEN'S WORK?

We're all aware that men's and women's roles have changed in the last 10 years. We all probably know at least one woman who's doing a job that used to be open only to men. People now have some different ideas about whether a particular job is "Man's Work", "Woman's Work", or "Anyone's Work".

FOR EACH OF THE JOBS AND CAREERS LISTED BELOW, INDICATE IF YOU THINK IT SHOULD BE DONE BY A MAN, A WOMAN, OR EITHER.

	Man	Woman	Either
DOCTOR			
TYPIST			
NURSE			
CARPENTER			
SECURITY GUARD			
SOCIAL WORKER			
TEACHER			
BUSINESS PERSON (Entrepeneur)			
TRUCK DRIVER			
MILITARY OFFICER			
FIREFIGHTER			
MOTHER			
FATHER			
JUDGE			
ENGINEER			
COMPUTER PROGRAMMER			
ACCOUNTANT			
ATHLETE			
MODEL			

	Man	Woman	Either
CHEF			
BALLET DANCER			
TAXI DRIVER			
AIRPLANE PILOT			
COLLEGE PROFESSOR			
SECRETARY			
POLITICIAN			
SALESPERSON			
VETERINARIAN			
BRICKLAYER			
ELECTRICIAN			
CHEMIST			
JANITOR			
TELEPHONE INSTALLER			
FOREST RANGER			
FLIGHT ATTENDANT			
ECONOMIST			
PRISON WARDEN			
GARDENER			

QUESTIONS FOR GROUP DISCUSSION

(Use these questions as a guideline for your discussion)

1. Were there any occupations you didn't know about? Ask the teacher if no one in the group knows.
2. Were there jobs that <u>any</u> member of your group felt could only be done by one sex? As a group, discuss the reasons why different members responded the way they did.
3. Were there any jobs you all agreed could only be done by one sex? Discuss.
4. What were the jobs most of you felt could be performed by either sex?
5. TOTAL YOUR GROUP'S RESPONSES FROM THE WORKSHEET. USE THE BLANK WORKSHEET TO WRITE IN YOUR RESULTS.

EXAMPLE:

	MAN	WOMAN	EITHER
CARPENTER	2	0	3

INTRODUCING YOURSELF TO EMPLOYERS

Transferable Skills

Skills Identification

Advertising Your Skills

Resume Writing

Filling Out Job Applications

Transferable Skills

Purpose

To have students learn to identify personal skills.

To have students recognize the transferability of personal skills to jobs.

To develop a vocabulary of personal skill words.

Materials

Termite Story
Sample List of Skill Words
Sample List of Skills of Termites
Butcher Paper or Chalkboard

Time

Approximately 20 minutes

Procedure

A. Class discussion

1. Ask students to define the word 'skill'. (Note: Skill is the ability to do things with one's body, mind or tools. It is developed by practice.)

2. Share with the students that skills are also - Strengths and Personality Traits (friendly, considerate, persistent, good sense of humor, etc.). Encourage the students that when they're thinking of skills to also include strengths and personality traits.

B. Brainstorm, as a group, a list of skills. Write the responses on butcher paper or the chalkboard. (A list of possible responses are included on a separate sheet for this activity.)

C. Hand out the Termite Story. Ask the students to read it to themselves. (You may want one of them to read it out loud.)

1. Ask students to write a description of the skills these "young Termites" used in doing "their job". What did they have to know, or be able to do in order to accomplish their task. What skills did they exhibit?

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2. Class discussion: Ask students:

   "If these kids decided to go straight and stay out of trouble, for what jobs might they apply or get training with the skills they used and began to develop as termites?" (Construction worker, detective, business person, police officer, athlete, organizer, etc. are all possibilities.)

D. Summarize the session by discussing the following questions:

   1. What did students learn about their own skills from doing this exercise? (That skills that we have can be transferred to many areas of our lives.)
   2. Do students have skills they learned at home which they can use on the job? Share some examples of those skills. (Cooking, fixing the car, babysitting are some examples.)
   3. Why is it important to look at transferrable skills?

      a. Remind the students that

         - They will have more to tell an employer when describing themselves.
         - They will develop more ideas about what they are good at and like.
         - This could be of help when choosing a job and/or career.

Bronx Ripoffs

Young 'Termites' Tunnel Into Stores

NEW YORK (AP) -- A quiet neightborhood in the Bronx is being plagued by an outbreak of "Termites." The police designation for a group of youngsters aged 9 to 12 who are breaking into neighborhood stores by tunneling through walls.

Police of the 52nd precinct which includes the Bronx Zoo and New York Botanical Garden areas say the culprits are pre-teenagers, ranging in age from 10 to 12, who have broken into at least five rows of store-fronts this summer.

"The holes were always very small," said Detective Joseph Distler of the Crime Prevention Section, "too small for an adult to get through."

In a burlgary last Aug. 14, the "Termites broke into a row of four small stores on East 204th Street before they were stymied by the brick wall of a Woolworth's department store.

The "Termites," as they call themselves, usually gained access via a skylight or roof transom and then began hacking away at the store's walls, often with tools they found on the premises.

Scrawled on the wall of one of the stores was the taunting note, "The Termite burlgars were here! Ha, Ha."

No large amounts of money or merchandise have been taken but community people, especially shop owners, are annoyed and blame the burglaries on lack of police surveillance. No arrests have been made so far.

An owner of a card shop said the Termites "made more of a mess breaking in than by the amount of money they took, but it all adds up to tidy sum."

Police have been amazed at the persistence of the Termites.

SAMPLE LIST OF SKILL WORDS

Reliable
Observant
Communicative
Friendly
Problem Solver
Organized
Neat
Mechanical
Independent
Typing
Shorthand
Calculates Well
Mathematical Skills
Computational Skills
Leader
Public Speaker
Artistic
Designing of Clothes
Dependable
Cooperative/Team Player
Mechanically Adept
Patient
Careful
Cheerful
Conscientious

SAMPLE LIST OF SKILLS FOR TERMITES

Organized
Communication
Research
Teamwork
Leadership
Coordination
"Brains"
Sense of Humor
Persistence
Good With Tools
Strength
Physical Agility
Clever
Resourceful
Work Quickly
Construction
Investigation
Completing a Task
Innovative

Skills Identification

Purpose

To provide students with a process for identifying and categorizing skills so that appropriate jobs and environments can be targeted.

To help students enhance their self-esteem by focusing enthusiastically on what they can do.

Materials

Five Accomplishments
Sample Skills List
Butcher paper or chalkboard

Time

One hour and forty-five minutes.

Procedure

A. Often students do not realize that they have developed marketable skills in leisure or non-paid settings. These are important skills to identify because they may be marketable skills which are transferable across jobs.

1. Have the group define the words "skill", "job-specific skill", and "Transferable skill".
2. Have students list examples of job-specific skills and transferable skills.

B. Students are now ready to begin identifying the skills they possess.

1. Ask students to think of something that they really enjoy doing. It can be anything and it could have happened yesterday or five years ago. At this point, ask someone in the group to share a story, or, if no one volunteers, provide a story yourself.
2. Write on paper or chalkboard the steps described in the activity. The example will indicate to students that they are to be very detailed when writing down their story (see example).
3. Ask the group to identify the skills they heard demonstrated in the activity. List the skills on a sheet of paper or chalkboard

Steps to getting a job

C. Explain to the students that they will go through their own process like the one just demonstrated.

1. Have them recall five accomplishments they really enjoyed doing and write them down.

2. Have students choose one accomplishment from their list that they would like to describe in detail to other group members.

D. Have students meet in groups of three.

1. Explain that one person will relate his/her accomplishment while the other two will write down the skills they hear used. When the describer finishes, he/she will tell what skills he/she believed were used and the listeners will relate what skills they heard.

2. They will then switch roles so that each person has the opportunity to relate an accomplishment and to listen for skills used. (Circulate while students are doing this activity to help them identify the skills used in the accomplishment stories.)

E. Bring the group back together and distribute the "Five Accomplishments" worksheet.

1. Have students write a short, descriptive name for their story at the top of the worksheet next to number one.

2. Under that column have them check off in the appropriate boxes all the skills they used in their accomplishment story. (Multiple checkmarks in a box are allowable and hopefully will occur since that will indicate to the student where his/her strengths are.)

F. Summary

1. Encourage students to work on this process at home using their other accomplishments. Have friends or family help them identify the skills used. More stories increase the number of skills checked on the worksheet and validate one's strengths.

2. Now that clients have listed their skills they are ready to begin identifying jobs that they would like to explore. At this point it is appropriate also to have them identify the work values and work environments that they desire on a job. This information, added to the knowledge that they have of their skills, should help them better define jobs in which they would like to work.

3. Clients should feel good about themselves after completing this exercise because it has shown to them that they do possess skills and, if needed, they have the ability to learn new ones. Thus, they should be excited about beginning the process of job exploration.

Steps to getting a job

Optional Activity

At the beginning of the next group session, have students relate one more accomplishment story in triads, identify the skills used, and check them off on the "Five Accomplishments" worksheet. This provides clients with at least two accomplishment stories plus any others they have analyzed at home. (Students are often enthusiastic the next session because they have had time to think about the skill identification process. They usually have an accomplishment story that they did not relate before but are anxious to share with group members).

SAMPLE SKILLS LIST

Buying First Car

- figured out how much I had to spend
- shopped around to compare cars and prices
- asked a friend for advice
- decided on the car to buy
- checked the car very carefully to see if it was in good condition

SKILLS

- mechanical ability
- ability to research and compare
- ability to make decisions
- observent
- budgeted money
- ability to inspect carefully

FIVE ACCOMPLISHMENTS

YOUR FUNCTIONAL/TRANSFERABLE SKILLS These are the skills which you can use in any job or field that is of great interest or concern to you.	1.	2.	3.	4.	5.	Total Number of Check Marks
USING HANDS: assembly, building, operating tools or machinery, repairing, typing, showing dexterity or speed, making models						
USING WHOLE BODY: muscle coordination, physically active, doing outdoor activities, exercising, sports, camping, skiing, playing, traveling						
USING MIND: problem-solving, trouble shooting, researching analyzing, organizing, systemitizing, remembering, judging, evaluating, diagnosing, comparing						
USING INTUITION: showing foresight, perceiving, planning, acting on gut reactions, visualizing in third-dimension as in blueprint reading						
USING CREATIVITY: imagining, creating, inventing, designing, improvising, experimenting						
USING ARTISTIC ABILITIES: dealing creatively with colors, shapes, faces, spaces, music, paints, handicrafts, drawing, words, human bodies						
USING WORDS: reading, copying, communicating, talking, teaching, debating, public speaking, editing, training						
USING HELPING SKILLS: being kind, listening, understanding, healing, counseling, being of service						
USING PERSUASION: influencing others, selling, promoting, negotiating, recruiting, changing someone's mind						
USING LEADERSHIP SKILLS: initiating, organizing, leading, directing others, coordinating, managing, taking risks, making decisions, effecting change						
USING PERFORMING SKILLS: getting up before a group for profit and lecturing, demonstrating, making people laugh, acting, playing music						
USING SENSES: observing, examining- inspecting, diagnosing, showing attention to detail						
USING NUMBER SKILLS: taking inventory, counting, computing, bookkeeping, managing money, remembering numbers						
USING FOLLOW-THROUGH: using what others have developed, following instructions, doing detailed work, classifying, recording, filing, carrying out plans						

Adapted from the National Career Development Project

BEST COPY AVAILABLE

Advertising Your Skills

Purpose

To introduce students to the purpose of résumés.

To have students communicate about themselves in a positive way.

Materials

Butcher Paper - approximately 18"x24" pieces for each student.
Crayons or Markers (a variety of colors, enough for the entire class to use a number of different colors)
Masking Tape
Sample Billboards

Time

Approximately 20 minutes

Procedure

A. Give each student a sheet of butcher paper and place markers or crayons around the room so they are available to everyone.

B. Tell the students that they are going to draw, write, and design an ad about themselves. They'll get 10 minutes to do it. Advise them that this is a special kind of ad! Explain the procedure by giving the following introduction:

> "Imagine that you're really down and out; job hunting has really been difficult. Your aunt gave you $250 and told you to use it to help you get a job. You're in downtown San Francisco when you get this brilliant idea!! 'I'll rent a billboard and tell every employer that goes by just why they should hire me'. You just know it will work. Remember you want to attract the attention of prospective employers."

C. Now instruct them to design such a billboard about themselves. They can use words, pictures or both.

1. Show them the two examples included. Put them on an overhead projector or make enough copies for each student. Note: Tell the students that <u>Artistic Ability doesn't count</u>. Stick figures are most acceptable. Look at the examples.

Steps to getting a job

2. Remind them that:

   a. They want to point out the aspects about themselves that an employer would want to know (work experience, skills, strengths, hobbies, honors, etc.); include qualities that will help them get work.

   b. They can't say Everything on one sheet of paper so they need to be selective. They want to get noticed so an employer will call them for an interview.

   c. They have 10 minutes to do the billboard.

   d. As the students complete them, tape the ads up around the classroom.

      (1) Instruct each student to walk around for a few minutes, looking at all of the ads and evaluating them on the following basis (which are perhaps written on the board):

         (a) Which one were you attracted to first? Why?
         (b) If you were an employer which ones would you be interested in interviewing? Why?
         (c) Do you think all employers would look for the same thing?
         (d) What words carried the most meaning?
         (e) Did anyone forget his/her name and phone number?
         (f) Do you think some people could have boasted more about themselves?

      (2) Ask some of the students to share their responses to the billboards.

D. Summarize the activity by discussing the following questions:

   1. How do they think this relates to job hunting? (Part of looking for work is describing yourself and thinking about what would interest an employer.)

   2. What does this activity have to do with resumes? (A resume is an important part of a job search.)

   3. Tell the students that soon they'll be writing their resume. (In some ways it is like a billboard. It must attract attention and provide important information about the applicant, but it can't say everything and won't get you a job. Hopefully, it will get you an interview!)

Steps to getting a job

Creative

Enthusiastic

Problem Solver

Hard Working

For more info
call Eddie
292-8691

I'LL LIGHT UP YOUR
ORGANIZATION!

Call Harriet
261-0411

Use different
Colors if
you want

I WILL HELP YOUR COMPANY GROW!

Resume Writing

Purpose

To provide students with information and practice for writing resumes, by exposing them to Personal Data Sheets, Blank Résumé Formats, and Sample Résumés.

Materials

Personal Data Sheet
Completed Personal Data Sheet (sample)
Blank Résumé Format
Sample Résumés
Strength Word List

Time

A. Personal Data Sheet - approximately 30 minutes

B. Writing of the Résumés - approximately 50 minutes (Perhaps longer than 50 minutes depending on the group. It does require some individual attention.)

Procedure

A. Begin the session by defining a résumé and explaining its purpose:

1. Definition: It's a summary of the information necessary to get a job. It helps an employer make a quick decision about a person's qualifications for the position he/she has available.

2. Explanation: A resumé can be a helpful tool for even the young job seeker, in providing positive information about him/herself to a potential employer.

B Distribute the "Personal Data Sheet" and its directions to each student.

1. Explain its purpose:

a. Filling out a Personal Data Sheet serves two purposes. First, it summarizes for the student his/her work experience and other information relevant to employment. The students will have gathered in one place all the information necessary to putting together an effective résumé. Second, much of the information on the Personal Data Sheet is also included in most job applications.

Steps to getting a job

b. Remind students to held on to the Personal Data Sheet. They will use it again during the session on applications. (You may want to collect them and hold on to them for the students until they do the application activities.)

2. Review with the students the directions for completion of the "Personal Data Sheet."

   a. On an overhead projector show them the sample copy already filled out.

   b. Allow them approximately 15 minutes to fill out their own copies. (Remind students that the form should be put in their wallets for handy reference. Not only will it help in writing a résumé but it will save time when filling out a job application.)

   (If there is time, begin working on the actual résumé; if not, this is a good time to stop if you need to finish another day.)

C. Distribute the "Blank Résumé Format," "Sample Résumés," and "Strength Word List."

1. Instruct the students to look through the Strength Word List and check off the words that apply to them.

   a. Remind them that the words with the dot (•) next to them are traits particularly desired by employees.

   b. Also remind them that the traits don't have to be true, <u>All</u> of the Time just <u>Generally</u> true.

2. Instruct each student to fill in the "Blank Résumé Form" using the information from the Personal Data Sheet.

   a. Suggest they refer to the sample résumés to get an idea of how the information should be written.

D. Have the students use the completed Blank Résumé Form as a model and construct a résumé.

1. Suggest that they work with a partner. They can each proofread the other's résumé when they're finished.

2. Suggest that they take them home and show them to someone there; or perhaps their counselor or another teacher can look at them.

E. Summarize the session on résumés by stressing the following points:

1. A résumé should give the information that helps the employer to see that an applicant is qualified for a particular job.

Steps to getting a job

2. A résumé should be neat, accurate, clear and as brief as possible. Remember a résumé is a summary.
3. A résumé can help you organize facts and thoughts to better prepare you for an interview.
4. A résumé is custom-made to everyone's personal needs.

Steps to getting a job

PERSONAL DATA SHEET

1. Name _____ Phone _____

   Address _____ Zip Code _____

2. Job Objective _____ Second Choice _____

3. Military Status _____

4. Highest Grade Completed (circle one) 6 7 8 9 10 11 12

5. Job-Related Classes _____

   _____

   _____

6. Previous Work Experience (paid and unpaid)

   (a)Skills Learned _____

   Where _____ Boss _____

   Address _____ Zip Code _____

   Duties _____

   (b)Skills Learned _____

   Where _____ Boss _____

   Address _____ Zip Code _____

   Duties _____

Complete on other side if you have had more jobs.

7. References (3)

   Name _____ Title _____ Phone _____

   Address _____ Zip Code _____

   Name _____ Title _____ Phone _____

   Address _____ Zip Code _____

   Name _____ Title _____ Phone _____

   Address _____ Zip Code _____

8. Health _____

9. School Attended:

   Middle School _____

   Address _____

   _____ Zip Code _____

   High School _____

   Address _____

   _____ Zip Code _____

   Vocational School _____

   Address _____

   _____ Zip Code _____

10. Personal Data _____

_____

_____

_____

_____

DIRECTIONS TO PERSONAL DATA SHEET

1. Include zip code with your address.
2. Do you know what kind or kinds of jobs you wish to apply for? It could be helpful.
3. Social Security Number - Take a trip to your local Social Security Office if you don't have a number. You will have to have it to work.
4. Military Status - Veteran, draft class or reserve status, or N/A if not applicable.
5. Job-related courses - Examples: typing, general business, auto repair, cooking, welding, etc.
6. Previous Work Experience- including month and year of beginning and and ending dates of employment. Include volunteer experiences or jobs at school.
7. Best References - teachers, counselors, past employers, ministers, etc. (ask permission first).
8. Health - Describe as Excellent or Good
9. School attended - Vocational Schools (example: ROP).
10. Personal Data, hobbies, interests, special skills not included in work experience or ones you want emphasized, strengths, other languages. This information is useful for interviews as well as resumés and applications.

STRENGTH WORD LIST

- BUSY
- KIND
- ARTISTIC
- CAREFUL
- FRIENDLY
- MUSICAL
- ENERGETIC
- GENTLE
- LOYAL
- GO-GETTER
- UNDERSTANDING
- CHARMING
- PERFECTIONIST
- AMBITIOUS
- MOTIVATED •
- CERTAIN
- PRODUCTIVE •
- INDEPENDENT
- RESPECTED
- TIRELESS
- THOUGHTFUL
- EXPRESSIVE
- PERSUASIVE
- ACCEPTING
- COMPETITIVE
- PERSISTENT
- NEAT
- PATIENT
- ACCURATE •
- FULL OF IDEAS
- HELPFUL
- ADVENTUROUS
- LEADER
- PLANNER
- COOPERATIVE •
- DEPENDABLE •
- TRUSTWORTHY •
- IMAGINATIVE
- HAPPY
- SELF-CENTERED
- HARD WORKING •
- SERIOUS
- FUNNY
- RELIABLE •
- ORGANIZER
- FLEXIBLE •
- CREATIVE
- UNSELFISH
- RESPECTFUL
- GOAL ORIENTED
- AGILE
- SELF STARTING
- TACTFUL
- BOLD
- GOOD TALKER
- RESPONSIBLE •

WHAT WORDS ARE TRUE ABOUT YOU?

1. _____
2. _____
3. _____
4. _____
5. _____

WHAT THINGS COULD BE IMPROVED?

1. _____
2. _____
3. _____
4. _____
5. _____

•Traits particularly desired by employers

RÉSUMÉ FORMAT

Name _____ Message Phone _____

Street Address _____
(City) (State) (Zip Code)

Job Objective (optional) _____

Work Experience (include paid and un-paid):

(1) Name of Company _____
Location _____
Title _____
Duties _____
Dates Worked _____

(2) Name of Company _____
Location _____
Title _____
Duties _____
Dates Worked _____

(3) Name of Company _____
Location _____
Title _____
Duties _____
Dates Worked _____

Summary of Skills: _____
_____
_____

Personal Data: _____
_____
_____

Education & Special Classes:

High School _____ Year Graduated _____

Special Classes _____

References available upon request

Résumé

Timothy Price
118 W. Kings Way
San Mateo CA 94401

Work Experience:

6/79 to 8/79 — Youth Employment Program
San Mateo, CA

Position: Auto Mechanic Trainee
Duties: Lube jobs, oil changes, minor and major tune-ups, brake jobs

1/76 to 6/79 — San Mateo High School
San Mateo, CA

Position: Cafeteria Dishwasher
Duties: Wash dishes, clean tables, general clean-up during school lunch hour

9/77 to 5/78 — Mills Hospital
San Mateo, CA

Position: Laundry Worker
Duties: Wash and fold laundry

Summary of Skills: Carpentry, welding, basic auto repair, driven small trucks, experienced in building high performance engines and cars. Worked on cars since age of 15. General janitorial skills.

Personal Data: I am a punctual, dependable, and reliable worker.

Education:

Graduated - 1979 San Mateo High School, San Mateo, CA

References: Available upon request

Résumé

Martha May
633 Peal Street
Foster City CA 94401

Job Objective: Clerical Position

Work Experience:

General Office Worker, Federal Aviation Administration
Burlingame CA
Typed, answered phones, operated word processor and copy machine, filed, sent out mail
April 1979 - August 1979

Maintenance Worker, Calrite Service, Brisbane CA
Cleaned offices, dusted, mopped and vacuumed
November 1978 - May 1979

Baby Sitter, Private Individual, San Bruno CA
Fed, bathed and changed the children, planned their activities
September 1978 - May 1979

Summary of Skills: General office skills - typing, filing, receptionist. Bilingual (Spanish).

Personal Data: I am a very friendly person. I really enjoy office work. When I have a job to do, I do not like to stop until I have finished my assignment. I am very neat and orderly in my work. I am a dependable employee.

Education: Presently enrolled in San Mateo High School, San Mateo
Classes - typing, general office skills

References available upon request.

Filling Out Job Applications

Purpose

To teach students the basic information requested on job applications and answer questions that students commonly ask.

To give students step-by-step practice in filling out an application.

Materials

"Application Scavenger Hunt"
"Can you recognize an Abbreviations Quiz" - Question and Answer sheet
"What's Wrong with this Application?" for overhead projector
Blank application forms for each student
Application Key
Application Tips Summary
Sample applications for the students' future use (from Fireman's Fund, San Mateo County Office of Education and McDonald's)

Time

50 Minutes

Procedure

A. Ask students to complete the "Application Scavenger Hunt"

1. Read over the directions written on the form with the students.
2. Remind the students that when the "Hunt" asks for answers to questions like "What are examples of Physical Defects," if they know the answer, they can answer and initial themselves.

   However when the "Hunt" makes a request such as, "find someone who wears glasses," they must get someone else to initial it.
3. After 10 minutes see if anyone has completed the entire form.
4. Have students go over their answers in class and make sure they're correct.
5. If no one has completed the "Hunt" entirely, announce the person who has completed the most.
6. Tell the students that they will find many of these questions on applications.

Steps to getting a job

B. Hand out the "Can You Recognize?" Abbreviation Quiz and give the students 5 minutes to complete it.

1. Before handing out the answer sheet ask students to identify aloud which abbreviations they knew.
2. Hand out the answer sheet, and allow students a few minutes to correct their quiz.
3. Remind the students that these abbreviations, like the questions in the Scavenger Hunt, will come up in many applications.

C. Place the completed application on an overhead projector.

1. Hand out a copy of the Application Key (Student Copy) to each student. The numbers on the Key correspond to the numbers of the application.
2. Talk through the sample application number by number, asking students to identify the mistakes while you're going over the application. (The teacher's copy of the Application Key has items with mistakes circled.)

D. Give students a blank application form to fill out in the remaining time in class.

1. If possible, have phone books available for students to look up names and addresses that they don't know. If this is not possible, tell students to look up the information at home and bring the completed application back the next day.
2. Remind students that learning to fill out applications may be boring, however if they do it correctly this time, it will save them time when they're filling our applications for jobs they really want.
3. This application can become their Master Application Form, which they can have with them as a model when they go to apply for a job.
   Note: (Have an extra blank application for each student if they need one.)

E. Summarize the session by going over the "Application Tips Summary". Give a copy to each student.

1. Remind the class that following the directions is an essential part of any job and that filling out an application is the first way an employer knows whether of not an applicant is capable of following directions.
2. Ask students to speculate about what an employer might think if he/she saw they couldn't complete the application form.

Steps to getting a job

Optional Activities

Enclosed are 3 blank applications from 3 different companies or organizations. They provide the student with other examples, which can be used for additional practice.

APPLICATION SCAVENGER HUNT

The information asked for on this sheet is often found on job applications. It's important that you become familiar with it.

How many boxes can you fill up in 10 minutes? Circulate around the room and ask your classmates to help you. Get them to initial the spaces when required.

What are examples of physical defects? Answer: _____ _____ _____ Initial	What does employment background and work experience have in common? _____ _____ Initial
Find someone who wears glasses. Initial	Briefly write down another student's work experience. _____ _____ Initial
Why do you need a Social Security number? _____ _____ Get someone's SS# in your class. _____ number Initial	What's an educational history? _____ _____ Initial
Find someone else who knows the abbreviation for "year." _____ _____ Initial	Find someone who went to grammar school outside of California. Initial
Find someone else who speaks another language fluently. (Make sure you know what fluent means.)	What's another word for wage? _____ Initial
What's the difference between employer and employee? _____ Initial	Get the three names of someone's references and their job titles. _____ _____ (If difficult, less than three OK)
Find someone whose Mom or Dad is an employer. _____ Initial	Find someone whose position desired is clerical. _____ _____ Initial
	Who had their most recent position at McDonalds? _____ Initial

CAN YOU RECOGNIZE?
(An Abbreviations Quiz)

Look at the abbreviations below. How many can you recognize? Answer as many as you can, in the spaces provided.

1. B.D. =
2. D.O.B. =
3. H or ht. =
4. W or wt. =
5. tel. =
6. no. =
7. ans. =
8. co. =
9. mo. =
10. yr. =
11. ZIP =
12. Soc. Sec. =
13. S.S. No. =
14. avg. =
15. dept. =
16. exp. or exper. =
17. m =
18. s =
19. d =
20. Sep. =
21. m =
22. f =

ANSWER SHEET

Abbreviation Quiz

1. B.D. = birth date
2. D.O.B. = date of birth
3. H or ht. = height
4. W or wt. = weight
5. tel. = telephone
6. no. = number
7. ans. = answer
8. co. = company
9. mo. = month
10. yr. = year
11. ZIP = zip code
12. Soc. Sec. = Social Security
13. S.S. No. = Social Security number
14. avg. = average
15. dept. = department
16. exp. or exper. = experience
17. m = married
18. s = single
19. d = divorced
20. sep. = separated
21. m = male
22. f = female

What's Wrong With This Application?

(Please Print) **EMPLOYMENT APPLICATION**

PERSONAL INFORMATION: 1) Date 4/22/82 2) Social Security No. 094 36 2142

3) Name: Harrison (Last) Mary (First) J (Middle)

4) Present Address: 114 (Street) Claremont (City) (State) (Zip)

5) Permanent Address: Same (Street) (City) (State) (Zip)

6) Phone No.: 662-4841 7) Are You Under 18?

8) Citizen of U.S.A.: ✓ Yes ___ No

9) If related to anyone in our employ, state name and department: ___

10) Referred by: Ad in restaurant window

EMPLOYMENT DESIRED:

11) Position: Bus Person 12) Date can start: Immed. 13) Salary desired: As much as I can get

14) Are you now employed? No 15) If so, may we inquire of your present employer?

16) Ever applied to this company before? No Where? When?

EDUCATION:	Name of School	Years Attended	Date Graduated	Certificate
17) Grammar School	Laurel Grammer San Mateo, CA	8 yrs.	1977	None
18) High School	SM HS San Mateo	4 Yrs.	To graduate June 1983	—
19) Trade, Business or Correspondence School	Regional Occupational ROP Program Burlingame, CA	2 Semester Sept. 1981 June 82	—	Typing Certificate

20) What foreign languages do you speak fluently? None Read? Write?

21) U.S. Military or Naval Service: — 21a) Rank:

22) FORMER EMPLOYMENT: (List last four employers, give the last one first)

Date, Month and Year	Name and Address of Employer	Salary	Position and Major Duties	Why did You Leave?
From / To	McDonalds 562 El Camino San Mateo	$3.35	Cooked Prepared and cooked food Cleaned Kitchen	Lousy Job
From / To				
From / To				
From / To				

23) What are your hobbies and interests? What groups are you a member of? (Exclude organizations which indicate race, creed or national origin of members.)

24) REFERENCES: Give the names of three people (not relatives) who have known you at least one year.

Name	Address	Business	Phone
1. Dr. John Smith	16 Fell ST SF	Family Physician	662-4544
2. Mary Horsemen -	San Mateo HS	Teacher	
3. Don Harris	I don't Know his address		

25) PHYSICAL RECORD:
List any physical defects
Were you ever injured? No Give details

Have you any defects in hearing? — In vision? I wear glasses. Corrected To Normal In speech? —

26) In case of emergency notify: Joyce Harker (Name) 1512 9th ST San Mateo (Address) 841-6622 (Phone No.)

27) I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

28) Date Signature

Application Corrections (for teachers)

4. Give a complete address including street, city, state and zip code.

7. All questions should be completed.

13. It's best to say "open". A salary can be negotiated when one is offered a job if it is necessary and appropriate.

22. Even if it was a lousy job, prospective employers do not want to hear this. There is more information in the interview section on how to handle this information.

23. Students should answer all questions. They should include here other skills and experiences they have had (cooking, fixing motorcycles, theater club, chorus, etc).

24. Give <u>all</u> the information. Students will have to get it anyway before they go on the interview.

28. Students should remember to always sign the application.

APPLICATION KEY

The number of the instruction on this form corresponds to the number on the Employment Application.

1. Print the date - the month, day, year of the day you filled in the application. Remember they mean print - use Ink.

2. Print your own Social Security Number.

3. Print your last name, first name and middle name. If you have no middle name, print "none". Do not use nicknames.

4. Print the address where you are living.

5. Do you usually live some place else, or are you just at above address during school year? If address for #5 is the same as #4 put "SAME".

6. Print the phone number at which you can be reached.

7. Indicate only if you're under 18.

8. If you are a citizen of the U.S.A. put an "X" in the box by the word "yes"; if you are not, put an "X" in the box by the word "no."

9. If you have a relative working at the company print his/her name in this space.

10. Print the name of the person or where you got the information that told you to go to this company to see about a job.

11. Print the word "open" unless you know the exact job you want. If you know the job, write its name. (It's best to know what you want.)

12. Print the date you can start work. (It should be "Immediately" or "2 weeks" if you need to give another job notice.)

13. Print "open" unless you know exactly how much you should make for this type of work.

14. Print only "yes" or "no."

15. Print only "yes" or "no" depending on your situation.

16. Print only "yes" or no."

    A - If you put "yes" in 16, print the name of the city and state in which the branch of the company is located. If you put "no" in 16, leave this blank.

    B - Print the date you filed an application.

17. Put the name, city, state of the grade school you attended. If you attended more than one, put the one from which you graduated.

    A - Print number of years you attended grade school.

    B - Print the year you graduated. If you did not graduate - leave blank.

18. Fill in for high school the same as you did for grade school, and college, if applicable.

19. Fill in if you had special training or attended trade school (like ROP).

20. "Fluently" means "well."

21. If you have never been in service, put (—) or N/A.

    A. Print your rank or service grade at the time of your discharge.

22. Start with the last job you had or your present job if you are working. Include volunteer jobs. Fill in all blanks for the jobs you have held. Include your position and your major duties.

23. Here's your chance to tell the employer about other skills and experiences you've had (auto mechanics, sports, theatre club, debate club etc.).

24. Give complete information for each reference. Think of teachers, ministers, counselors.

25. Name any physical defects you may have. What is a physical defect?

26. If you should be injured or get sick while at work, who should be told about it? Print his or her name, address and telephone number. Generally it should be people you live with.

27. This means if you have not been honest in answering all the questions you can be fired even after you are hired.

28. Print the date and sign the form using your first name, middle name and last name. Usually a signature is not printed.

(Please Print) EMPLOYMENT APPLICATION

PERSONAL INFORMATION: 1) Date 2) Social Security No.

3) Name:
Last First Middle

4) Present Address:
Street City State Zip

5) Permanent Address:
Street City State Zip

6) Phone No.: 7) Are You Under 18?

8) Citizen of U.S.A.: Yes No

9) If related to anyone in our employ, state name and department:

10) Referred by:

EMPLOYMENT DESIRED:

11) Position: 12) Date can start: 13) Salary desired:

14) Are you now employed? 15) If so, may we inquire of your present employer?

16) Ever applied to this company before? Where? When?

EDUCATION:	Name of School	Years Attended	Date Graduated	Certificate
17) Grammar School				
18) High School				
19) Trade, Business or Correspondence School				

20) What foreign languages do you speak fluently? Read? Write?

21) U.S. Military or Naval Service: 21a) Rank:

22) FORMER EMPLOYMENT: (List last four employers, give the last one first)

Date, Month and Year	Name and Address of Employer	Salary	Position and Major Duties	Why did You Leave?
From To				
From To				
From To				
From To				

23) What are your hobbies and interests? What groups are you a member of? (Exclude organizations which indicate race, creed or national origin of members.)

24) REFERENCES: Give the names of three people (not relatives) who have known you at least one year.

Name	Address	Business	Phone
1.			
2.			
3.			

25) PHYSICAL RECORD:
List any physical defects
Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

26) In case of emergency notify:
Name Address Phone No.

27) I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

28) Date Signature

APPLICATION TIPS - SUMMARY

ANSWER ALL THE QUESTIONS - if any are not applicable to you put a dash (—) or write N/A for not applicable.

FOLLOW THE INSTRUCTIONS CAREFULLY - Read the application over first before filling it out. When it says print - PRINT. When it says last name first do that!

MAKE IT NEAT AND CLEAR WITH ALL WORDS SPELLED PROPERLY - type if possible.

HAVE A MASTER APPLICATIONS FORM TO BRING WITH YOU - then you can basically just copy the information over.

DOUBLE CHECK APPLICATION - before handing it in. Ask questions if you're not sure of something.

REMEMBER APPLICATIONS CAN BE A SCREENING OUT DEVISE - so don't give employer a reason to screen you out!

APPLICATION FOR EMPLOYMENT

McDonald's is an Affirmative Action Employer and fully subscribes to the principles of Equal Employment Opportunity. The Civil Rights Act of 1964 and State and Local Laws prohibit discrimination on the basis of race, color, religion, sex, or national origin. In addition, some State and Local Laws prohibit discrimination on the basis of disability and certain other categories. The Age Discrimination in Employment Act of 1967 and some State and Local Laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age. It is our policy to comply with these Laws, and information requested on this application will not be used for any purpose prohibited by law.

GENERAL INFORMATION

Name _____ (First / Middle Int. / Last) Social Security Number ___/___/___

Address _____ (Street / Apt./Suite# / City / State / Zip) Phone _____

How long at this address? _____ Previous address _____ How long there? _____

Position you are applying for _____ Salary Requirement _____

Date available for work _____ Referred by _____ Do you have transportation to work? ☐ YES ☐ NO

Are you a United States Citizen or do you have a work visa? ☐ YES ☐ NO
If not, type of visa _____

Are you willing to transfer/ relocate? ☐ YES ☐ NO
If so, geographic preference _____

Are you willing to travel? ☐ YES ☐ NO

Do you have a relative in the employ of McDonald's? ☐ NO ☐ YES If yes, who? _____

Have you ever been employed by McDonald's before? ☐ NO ☐ YES

If so, when and where last employed? _____

Position held: ☐ Crew ☐ Staff ☐ Management

*During the past 7 years, have you even been convicted of a crime, excluding misdemeanors and traffic violations? ☐ NO ☐ YES

If yes, describe in full _____

PHYSICAL

Any health problems or physical defects which could affect your employment? ☐ NO ☐ YES

If any such health problems or physical defects exist, please explain _____

EDUCATION

School Name, City and State	Dates of attendance	Did you graduate? (Yes/No)	Degree/Courses	Average grades
High School				
College				
Graduate School				
Other				

McD 9311 Rev. 2/82

*A conviction will not necessarily bar you from employment.

EMPLOYMENT BACKGROUND

(most recent first)

List below your three most recent employers, beginning with the current or most recent one. **(If you have had less than three employers, use the remaining spaces for personal references.)** If you were employed under a maiden or other name, please enter that name in the right hand margin. May we contact your present employer? ☐ YES ☐ NO

Name _____ Address _____

Job Title _____ Name of Supervisor _____ Phone _____

Date started _____ Mo/Yr Date left _____ Mo/Yr Base Salary or wage $ _____ Start /$ _____ End /$ _____ (Bonus, etc.) Reason for leaving _____

Name _____ Address _____

Job Title _____ Name of Supervisor _____ Phone _____

Date started _____ Mo/Yr Date left _____ Mo/Yr Base Salary or wage $ _____ Start /$ _____ End /$ _____ (Bonus, etc.) Reason for leaving _____

Name _____ Address _____

Job Title _____ Name of Supervisor _____ Phone _____

Date started _____ Mo/Yr Date left _____ Mo/Yr Base Salary or wage $ _____ Start /$ _____ End /$ _____ (Bonus, etc.) Reason for leaving _____

U.S. MILITARY

Branch of Service _____ Date Entered _____ Date of Discharge _____ Highest Rank Held _____

Do you have service-related skills and experience applicable to civilian employment? ☐ YES ☐ NO If yes, describe: _____

GENERAL

What additional relevant experiences or training have you had other than your work experience, military service and education?

_____

Activities – civic, athletic, fraternal, etc. (Exclude organizations which indicate race, religion, color or national origin of members.)

_____

PLEASE READ CAREFULLY THE SECTION BELOW BEFORE SIGNING.

1. I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with McDonald's policy.
2. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you.
3. I understand that no representative of the company has the authority to enter into any agreement for employment for any specified period of time, nor am I obligated to work for the company for any specified period of time.
4. I understand that as part of the processing procedure for my employment application an investigative report may be made concerning my character, general reputation, personal characteristics and mode of living. Upon written request, additional disclosure concerning the complete nature and scope of the investigation will be provided.
5. If I am denied a job based either wholly or in part because of information contained in a consumer report, I will be provided the name and address of the reporting agency that supplied the information.

_____ Signature _____ Date

_____ Signature (Parent/guardian, if applicant under 18) _____ Date

Position Applied For:

CLASSIFIED EMPLOYMENT APPLICATION

San Mateo County Office of Education
333 Main Street, Redwood City, California 94063
[redacted] (415) 363-5433
An equal opportunity employer.

FOR PERSONNEL USE ONLY

Accepted Rejected

Analyst_____ Date_____

Reason: _____

DATE RECEIVED

Received: _____

Postmarked: _____

***IMPORTANT INSTRUCTIONS:** Please print in ink, or use typewriter. Answer all questions completely.*

1. **NAME** (Last) (First) (Middle)

2. **ADDRESS** (Number, Street, City, Zip Code)

3. **MAILING ADDRESS** (If different from above)

4. **TELEPHONES**
Home _____
Business _____

QUESTIONS 5 THROUGH 16 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
5. Do you have a valid California Drivers License?		
6. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From_____ To_____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
7. Do you claim Veteran's Disability Preference? If *Yes*, documentary proof of a current compensability must be presented at time of filing application.		
8. Are you presently employed by the County Office of Education? (If *Yes*, give classification and location.) Class Title _____ Location _____		
9. If not a citizen, do you have a work permit from the United States Immigration and Naturalization Service?		
10. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 17.)		
11. Are you over 18 years of age? If no, can you submit a work permit after you are hired?		
12. Have you any physical disability or infirmity which may prevent you from effectively performing the duties of this position? (If *Yes*, describe in Question 17.)		
13. Have you ever had a job-associated injury or illness?		
14. Have you ever been convicted for anything other than a minor traffic violation or misdemeanor? (If *Yes*, describe in Question 17.)		
15. Are you now, or have you previously been, a member of the Public Employees' Retirement System or affiliate?		
16. Will you accept temporary or substitute employment?		

17. Explanations to questions 10 through 14. (Use additional sheets of paper, if necessary.)

18. List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

19. **EDUCATION:** Check appropriate box if you possess one of the following:

☐ High School Diploma ☐ G.E.D. Certificate ☐ California High School Proficiency Certificate

Give Highest Grade or Educational Level Achieved_____

Names of colleges/universities attended	Course of Study Major	Degree Awarded	Units Completed: Semester	Units Completed: Quarter	Type Degree	Date Degree Requirements Completed
A)		Yes ☐ No ☐				
B)		Yes ☐ No ☐				
C)		Yes ☐ No ☐				
Other schools/training completed	Course Studied	Hours Completed			Certificate Awarded	
D)						

20. Begin with present or most recent experience and account for ALL time during the past ten years. Use additional sheets if necessary. Voluntary non-paid experience will be accepted if job-related. Although you may submit a resume or other supporting documentation if so desired. THE FOLLOWING SECTION MUST BE FILLED OUT COMPLETELY.

A) Dates	Employer's Name and Address	Title / Reason for Leaving
From_____ To_____ Total_____ Yrs Mos	_____	Duties performed_____
Full time_____ Part time_____	Salary per month $_____ ☐ Volunteer Hr. Salary Hrs. per week_____ $_____	

B) Dates	Employer's Name and Address	Title / Reason for Leaving
From_____ To_____ Total_____ Yrs Mos	_____	Duties performed_____
Full time_____ Part time_____	Salary per month $_____ ☐ Volunteer Hr. Salary Hrs. per week_____ $_____	

C) Dates	Employer's Name and Address	Title / Reason for Leaving
From_____ To_____ Total_____ Yrs Mos	_____	Duties performed_____
Full time_____ Part time_____	Salary per month $_____ ☐ Volunteer Hr. Salary Hrs. per week_____ $_____	

D) Dates	Employer's Name and Address	Title / Reason for Leaving
From_____ To_____ Total_____ Yrs Mos	_____	Duties performed_____
Full time_____ Part time_____	Salary per month $_____ ☐ Volunteer Hr. Salary Hrs. per week_____ $_____	

E) Dates	Employer's Name and Address	Title / Reason for Leaving
From_____ To_____ Total_____ Yrs Mos	_____	Duties performed_____
Full time_____ Part time_____	Salary per month $_____ ☐ Volunteer Hr. Salary Hrs. per week_____ $_____	

21. Remarks_____

22. In case of emergency please notify: Name_____
Phone _____ Address_____

23. I authorize the employers and educational institutions identified in this employment application to release any information they have concerning my employment or education, to the San Mateo County Office of Education. Yes ☐ No ☐
May we contact your present employer? Yes ☐ No ☐

24. I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith. I understand and agree misstatements/ommissions of material fact will cause forfeiture of my rights to employment by San Mateo County Office of Education.

APPLICATION FOR EMPLOYMENT

PLEASE FILL OUT THE APPLICATION COMPLETELY

AN APPLICATION WITH YOUR COMPLETE BACKGROUND AND WORK HISTORY WILL ENABLE YOU TO DERIVE THE GREATEST BENEFIT FROM THE INTERVIEW TO FOLLOW. WE APPRECIATE YOUR INTEREST, AND WILL EXPLORE WITH YOU THE POSSIBILITIES OF EMPLOYMENT WITH FIREMAN'S FUND.

FIREMAN'S FUND INSURANCE COMPANIES IS AN EQUAL OPPORTUNITY EMPLOYER. ALL APPLICANTS INCLUDING THE PHYSICALLY OR MENTALLY DISABLED, DISABLED VETERANS AND VETERANS OF VIETNAM ERA RECEIVE CONSIDERATION FOR EMPLOYMENT WITHOUT REGARD TO SEX, AGE, RACE, COLOR, RELIGION OR NATIONAL ORIGIN.

ALL PERSONAL INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL.

FIREMAN'S FUND INSURANCE COMPANIES

PERSONAL DATA

DATE	POSITION DESIRED	SALARY DESIRED
	1. _____	
	2. _____	

NAME (LAST) (FIRST) (MIDDLE)	SOCIAL SECURITY NUMBER

ADDRESS (STREET) (CITY) (STATE) (ZIP CODE)	HOME TELEPHONE _____
	BUSINESS TEL. _____

HOW WERE YOU REFERRED TO US?	DO YOU WANT	ARE YOU PREVENTED FROM LAWFULLY BECOMING EMPLOYED IN THIS COUNTRY BECAUSE OF VISA OR IMMIGRATION STATUS? ☐ YES ☐ NO IF HIRED, CAN YOU FURNISH PROOF OF CITIZENSHIP, PERMANENT RESIDENCY, OR AUTHORIZATION TO WORK? ☐ YES ☐ NO
	FULL TIME _____ PART TIME _____ SHIFT WORK _____ TEMPORARY _____	

ARE YOU FREE TO TRAVEL? YES ☐ NO ☐	ARE YOU WILLING TO RELOCATE? YES ☐ NO ☐	[redacted]

HAVE YOU EVER APPLIED/WORKED AT ANY TIME IN THE PAST WITH THIS COMPANY?
YES ☐ NO ☐ IF YES, WHEN & WHERE _____

EDUCATIONAL HISTORY

SCHOOLS	NAME OF SCHOOL	ADDRESS	DATES ATTENDED FROM MO. YR.	DATES ATTENDED TO MO. YR.	DEGREE OR HIGHEST GRADE COMPLETED
HIGH SCHOOL			[redacted]		
COLLEGE OR UNIVERSITY					
BUSINESS COLLEGE					
GRADUATE SCHOOL, TRADE, ETC.					

ADD ANY OTHER EXPERIENCE WHICH YOU CONSIDER RELEVANT TO YOUR ABILITY TO PERFORM ON THE JOB SUCH AS: U.S. MILITARY, INDIVIDUAL COURSES, ADULT EDUCATION, AWARDS, OR CERTIFICATES.

LIST OFFICE MACHINE YOU CAN OPERATE _____

TYPING SPEED _____ SHORTHAND SPEED _____

440101-11-81

CONTINUE 54 REVERSE SIDE

(LIST MOST RECENT POSITION FIRST)

WORK HISTORY

FIRM	ADDRESS	
DATES OF EMPLOYMENT (MONTH, YEAR) FROM TO	POSITION	SALARY
TELEPHONE (AREA CODE)	TYPE OF BUSINESS	NAME & TITLE OF IMMEDIATE SUPERVISOR

DESCRIBE YOUR DUTIES _____

REASON FOR LEAVING _____

FIRM	ADDRESS	
DATES OF EMPLOYMENT (MONTH, YEAR) FROM TO	POSITION	SALARY
TELEPHONE (AREA CODE)	TYPE OF BUSINESS	NAME & TITLE OF IMMEDIATE SUPERVISOR

DESCRIBE YOUR DUTIES _____

REASON FOR LEAVING _____

FIRM	ADDRESS	
DATES OF EMPLOYMENT (MONTH, YEAR) FROM TO	POSITION	SALARY
TELEPHONE (AREA CODE)	TYPE OF BUSINESS	NAME & TITLE OF IMMEDIATE SUPERVISOR

DESCRIBE YOUR DUTIES _____

REASON FOR LEAVING _____

FIRM	ADDRESS	
DATES OF EMPLOYMENT (MONTH, YEAR) FROM TO	POSITION	SALARY
TELEPHONE (AREA CODE)	TYPE OF BUSINESS	NAME & TITLE OF IMMEDIATE SUPERVISOR

DESCRIBE YOUR DUTIES _____

REASON FOR LEAVING _____

IF YOU HAVE EVER USED A DIFFERENT NAME
FOR EMPLOYMENT OR EDUCATIONAL PURPOSES, PLEASE INDICATE NAME. _____

PLEASE READ CAREFULLY

I UNDERSTAND THAT ANY EMPLOYMENT ARRANGEMENT THAT I ENTER INTO WITH FIREMAN'S FUND INSURANCE COMPANIES SHALL BE EMPLOYMENT TERMINABLE AT THE WILL OF EITHER FIREMAN'S FUND INSURANCE COMPANIES OR MYSELF. THIS UNDERSTANDING SUPERCEDES ALL PRIOR AGREEMENT AND REPRESENTATIONS AND ANY SUBSEQUENT AGREEMENT WHICH AFFECTS THIS ARRANGEMENT MUST BE IN WRITING AND SIGNED BY THE PARTIES.

I UNDERSTAND THAT ANY OMISSION OR MISREPRESENTATION OF MATERIAL FACT IN THIS APPLICATION MAY RESULT IN REFUSAL OF OR SEPARATION FROM EMPLOYMENT. I HEREBY AUTHORIZE THE COMPANY TO MAKE ANY INVESTIGATION OF MY BACKGROUND DEEMED NECESSARY AND UNDERSTAND THAT ALL INFORMATION OBTAINED BY THE COMPANY WILL BE KEPT STRICTLY CONFIDENTIAL. I ACKNOWLEDGE THE FACT THAT THIS APPLICATION WILL BE ACTIVE FOR 60 DAYS; AFTER THIS TIME PERIOD I MUST REAPPLY FOR FURTHER CONSIDERATION.

_____ (APPLICANT'S SIGNATURE) _____ (DATE)

TO BE COMPLETED BY COMPANY

DATE INTERVIEWED _____ INTERVIEWER _____	NOT HIRED ☐ HIRED ☐	POSITION & GRADE	DEPARTMENT
DEPT. AUTHORIZATION SIGNATURE _____	STARTING SALARY	STARTING DATE	MEDICAL EXAMINATION DATE TIME

FINDING JOB OPENINGS

Where To Look

Jobs, Jobs, Jobs,... The Want Ads

Finding Jobs in the Yellow Pages

Where To Look

Purpose

To help students identify and evaluate a variety of avenues for finding jobs.

Materials

Where Should Mary Look
Where to Look for Jobs
Butcher Paper and Markers

Time

25 minutes

Procedure

A. Ask students to indicate, by a show of hands, if they have ever held any sort of job (including full or part-time, temporary jobs, working with family, friends, paper routes, etc.).

B. Class Discussion - 5 minutes. Ask as many students as possible to share what the job was and how they got it.

C. Give all students the worksheet entitled "Where Should Mary Look?", ask them to read it to themselves, and answer students' questions, if any, about the worksheet.

D. Group Discussion - 15 minutes. Divide the class into groups of 5, and ask each group to answer the questions on the worksheet. Each group should select a recorder who will write down the group's answers and later read them aloud to the class. (Hand out butcher paper and pens to the recorders).

1. Ask each recorder to read his/her group's answers and rankings aloud. (You may want to post the lists.)
2. Ask if students have any additional ideas and, if so, write them on the board.
3. Using a composite of all the groups' rankings, list on the board the class's top 3 choices of ways Mary could look for a job.

E. Hand out the "Where To Look" sheet, and discuss any sources not mentioned by the students during the previous discussion.

Steps to getting a job

F. Point out that, according to studies, the top 3 ways of finding jobs are:

1. Asking friends, relatives, and past employers about possible jobs.
2. Asking potential employers, in person, if they have any work available.
3. Calling places in the Yellow Pages where you think you would like to work.

G. Discuss these issues:

1. What were the class's top choices? Did they agree or disagree with the results of the studies mentioned in "F"? Discuss.
2. Why do students think the studies showed these methods to be the best?
3. What might be the value of looking for jobs in many different ways?
4. What methods of job-seeking seem the hardest? Why?

H. Summarize the session with the following:

Remind the students to use every means possible to uncover jobs. Be creative! Go beyond the lists we have made here, if possible! Especially in a tight job market, the more resources you use the better your chances are of finding a JOB!!

Steps to getting a job

WHERE SHOULD MARY LOOK?

Mary Sanchez is 16 years old and goes to San Mateo High School. She is doing fine in school and has been thinking lately that she would really like a job. She's never looked for or had a real job, although she has done some babysitting for people in the neighborhood, worked with her Dad on weekends (he's a handyman at a local youth center), and was involved in a tutoring project at school.

Mary thought about it for a few weeks and finally told her Mom about the idea.

"That sounds fine, Mary," replied Mom. "Just make sure it doesn't get in the way of studying, and that it's not too far from home. Do you know what kind of work you want?"

"I'm really not sure," said Mary. "Maybe selling in a small shop someplace or something with kids or animals."

Mary's Mom suggested talking to the counselor at school and getting some help. The counselor, Mr. Rider, helped teach Mary how to fill out job applications, develop a resume, and define a job objective. Mary decided to see if she could get a job selling in a small shop like a pet store or a clothing store for kids.

Anyway, she was off! But Where Should Mary Look?

A. As a group, develop a list of places and ways Mary could look for a job. The following questions may help your group come up with ideas:

   1. What professional help should Mary get? Who might know of job openings? What agencies or organizations might be helpful?
   2. Who should Mary ask about job openings? Are there some people Mary knows who might be aware of jobs or who could recommend someone else who might have job information?
   3. What written information should Mary look at? (What comes out daily that might be of help?
   4. How could Mary use the telephone to help her?
   5. Who should she talk to in person?
   6. Are there any ideas you could give Mary that wouldn't involve her working for someone else?

B. In your group's opinion what are the most effective ways for Mary to look for work?

   Rank order the list you developed of the places and ways Mary could look for a job, from most effective (#1) to least effective.

WHERE TO LOOK FOR JOBS

WORK EXPERIENCE COORDINATORS' SCHOOL LISTINGS

YELLOW PAGES (Call the types of places you might be interested in.)

"HELP WANTED" SIGNS

WALK IN TO POTENTIAL EMPLOYERS - even if you don't see "HELP WANTED" signs go in and ask if employment is available.

EDD (EMPLOYMENT DEVELOPMENT DEPARTMENT) - a state employment service which has job listings

PAST EMPLOYERS

FRIENDS AND FAMILY

LISTINGS AT COMMUNITY AGENCIES (Boys Club, Fair Oaks Community Center)

NEWSPAPER ADS (Check more than one paper.)

CREATE YOUR OWN BUSINESS - mowing lawns, babysitting services, car wash, etc.

PRIVATE EMPLOYMENT AGENCIES (Generally most useful if you're looking for a full-time job. Remember some agencies charge a fee.)

COMMUNITY NEWSPAPERS

COMMUNITY COLLEGES (they have listings)

Jobs, Jobs, Jobs... the Want-Ads

Purpose

This session provides students with practice in seeking jobs through the use of want ads.

Materials

Want Ad Abbreviations
Want Ad Quiz
A recent newspaper's Want Ads (Tell students the day before you do this session to bring the ads section in from home - you may want to bring in some extras for students who forget.)
Want Ad Summary Sheet
Quiz Answer sheet for teachers

Time

25 minutes

Procedure

A. Ask students if any of them have ever obtained a job through the want ads.

   1. If yes, ask them to relate the experience.
   2. Can they remember what the ad said?

B. Explain to the class that while want ads represent a common tool in the job hunt, they are overused.

   1. The disadvantage of want ads is that they only list 10-15% of job openings available at a given time.
   2. An advantage of using the want ads, however, is that, at the time the ad was listed, there was a job opening and it is likely the job is still available.

C. Hand out "Want Ad Abbreviation Sheet" to every student.

   1. Give students a few minutes to look it over.
   2. Ask for volunteers to translate the ads written on the top of the sheet.

      Translations:

      a. Office Manager for large corporation. High School diploma required with some experience. References necessary, begin now. Apply at ABC Company any morning.

Steps to getting a job

b. Clerk for General Office. Experience necessary, high school diploma desired, call to set up appointment.

D. Ask students if they can define a "come-on ad".

1. Tell students that a "come-on ad" is an ad that almost sounds too good and too easy to be true. For example,

   Work 4 hours weekly, make $400/week

   or

   I will solve all your work problems: No experience necessary

2. Encourage students to be careful if they answer these ads, and not to expect miracles.

E. Hand out the, "Want Ads Quiz" to each student, and give them 15 minutes to complete the quiz. (If students have forgotten to bring want ads, give them the extras you brought in or ask some students to share.)

F. After 15 minutes, ask volunteers to answer the questions aloud.

G. Summarize the session by going over:

1. The advantages and disadvantages of using want ads.
2. The types of information want ads give.
3. The "Want Ad Summary" sheet.

Steps to getting a job

WANT AD ABBREVIATIONS

#1

Ofc mngr for lg corp. HS req with some exp. Refs nec, bgn now. Apply at ABC Co. 4th & Broad, any am.

#2

Clk. for Gen.Off. Exp. nec. HS Diploma desired. Call to set up appt.

Want ads sometimes look like they're written in secret code. That's because newspapers use abbreviations (shortened words) to save space. Here's a list of common abbreviations that you may see in want ads.

am morning
appt appointment
asst assistant

BA Bachelor of Arts
BS Bachelor of Science
bgn beginning
bldg building

clk clerk
Co company
coll college
comm commission
corp corporation

dept department
dir director

educ education
EOE Equal Opportunity Employer
etc and others
eve evenings
ex,excel excellent
exp,expd,exper experience(d)
ext extension

fringes fringe benefits

gen off general office
grad graduate
guar guarantee

hosp hospital
hr hour
hrs hours
HS high school

immed immediate

K thousand

lic license
lg large

med medical
mfg,manuf manufacturing or manufacturer
mgmt management
min minimum
mngr,MGR manager

natl national
nec necessary
no number

ofc office

pd paid
per,pers personnel or personal
pm afternoon
pt part

ref references
reimb reimbursed
req required, requirements

sal salary
secty,secy,sec secretary
supr supervisor

temp temporary
trnee trainee

wk week
wkends weekends
WPM words per minute

yrs years

WANT AD QUIZ

SALES, RETAIL with Allstate Home Center, Oakland. Sales experience in home improvement industry a must. Call Sherry 536-1622

WORD PROCESSING OPERATOR
Int'l consulting engineering firm has opening for VYDEC 1800 Operator. Min 80 wpm with high accuracy. Ability to read hand written drafts, transcribe machine dictation and edit proposals and reports a necessity. 2 yrs experience preferred. Salary range $15K-$18K. Call Ms Godwin, 433-0700 EEO M/F/H/V

SALES. Retail shop. Immed opngs. Avail for perm. ?F/T P/T. Health bnfts; gd work atmos. Must be Chinese spkg. Apply 742 Grant, SF 4pm wkdys. No phone calls pls.

McCALL
Temporary Services
PAY SAME DAY YOU WORK
981-0687

REHAB COUNSELOR or Job Development Specialist. Excellent wages, benefits & environment in Bay Area pvt. insurance rehab company. Counselor requires Masters degree in pvt. rehab. College graduate with previous placement exper. required for job developer. Send resume to IMARC, 2400 Westborough Blvd. Suite 205, South SF, Calif. 94080

Nurse's aide.
Wanted for 3-11 shift. Good sal, excellent benefits. Apply at General Hospital Personnel Office from 8-12 daily. No phone calls.

X-RAY Tech P/T flexibility wrk.hrs.nec.interesting loc.CA lic req 877-0446 wkdys.

I WILL SOLVE ALL YOUR JOB PROBLEMS
Phone Bill
at 291-4512

PIPEFITTER-EXPERIENCED for large cast iron piping. Must have 5 yrs. water and sewage plant construction. Apply at construction site at 4102 Main.

WAITRESS (m/f) for coffee shop. Apply Hillsdale Inn 477 E. Hillsdale Blvd., San Mateo

TIMESAVERS
Clerks, Typists, Accounting & Office Skills Needed
690 Market 434-1841 EOE-M/F

PART I

Read the want ads above. Answer the following questions:

a. Who should you call about the sales position at Allstate Home?

_____

b. Can a person with no experience apply for that job? _____

c. What job(s) say "NO PHONE CALLS"? _____

_____

d. What is probably a "come-on ad"? _____

e. Which agency offers jobs such as clerks and typists?

_____

f. What is the phone number for McCall's? _____

g. Whom should you contact at McCall's? _____

h. How much does the word processing job pay? _____

i. You can't work in the evenings? What job shouldn't you apply for?

_____

PART II

a. Name two jobs you might like to apply for if there were any openings.

(1st choice) _____

(2nd choice) _____

b. Using the want ads from your local paper, try to find 3 want ads for your first choice job. (If you have trouble finding 3 for your first choice, find enough for your second choice to add up to 3 total.)

c. Complete the table below. Mark the ads you found #1, #2, #3. Put a check (✓) in the box if the ad contains the information asked for on the left.

Information	Ad 1	Ad 2	Ad 3
Type of job	☐	☐	☐
Amount of pay	☐	☐	☐
Working hours	☐	☐	☐
Work experience required	☐	☐	☐
Education or training required	☐	☐	☐
Personal equipment required (tools, car, etc.)	☐	☐	☐
Job location	☐	☐	☐

PART III

a. Without looking at Part II, answer as many questions below as you can:

Name five kinds of information to look for in want ads that would help you decide which jobs to apply for.

1. _____

2. _____

3. _____

4. _____

5. _____

If you can't remember, look back at PART II to complete the exercise.

b. Using the want ads, can you find a type of job that's listed under 2 headings. For instance, an Auto Mechanic may be listed under Auto Mechanic or just Mechanic.

Quiz Answer Sheet for Teachers

Answers to Part I

a. Sherry
b. No
c. The Sales job on Grant Street - The Nurse's Aide job.
d. I will solve your job problems
e. Timesavers
f. 981-0687
g. It doesn't say
h. 15,000 to 18,000
i. The Nurse's Aide

Answers to Part III

1. Type of job
2. Amount of pay
3. Hours of the job
4. Where is it? Job location
5. Work experience required
6. Personal experience required
7. Education or taining required

WANT AD SUMMARY

LOOK IN ALL SECTIONS OF THE WANT ADS

Gas station attendant could be under:

- Gas Station Attendant
- Service Station
- Auto

NOTE ALL THE INFORMATION IN THE AD

Does the ad give you enough information to let you know if you're qualified or do you need to call for more information

DOES IT LOOK LIKE A COME-ON AD?

READ THE PAPER EVERYDAY - NOT JUST ONCE IN A WHILE

REMEMBER: WANT ADS ARE JUST ONE TOOL IN LOOKING FOR WORK

Finding Jobs in the Yellow Pages

Purpose

To teach students how to use the Yellow Pages to uncover job openings

To teach students about the "hidden" job market.

To enable students to practice approaching an employer about a job opening.

Materials

How to Use the Yellow Pages Worksheet (2 for each student)
How to Use the Yellow Pages Sample Sheet
List of Possible Employers for Different Types of Jobs
How to Approach an Employer
Pacific Telephone Yellow Pages (call your local office; they should provide you with a supply - you will need one copy for every two students)

Time

30 minutes

Procedure

A. Begin the session by asking if anyone sees the value of using the yellow pages for the job hunt.

   1. Ask the obvious question "Where are the phone numbers of all employers?"
   2. Explain that they may need to make a lot of calls, but they have a good chance of uncovering job openings that aren't listed in want ads.
   3. Explain that it can be a scary project but the results will be surprising.
   4. Tell the students that many job search programs have helped people find jobs using this approach.

B. Pass out the following worksheets to each student:

   1. How to use the Yellow Pages Sample Sheet
   2. How to Use the Yellow Pages (2 copies per student).

Steps to getting a job

C. Go over the instructions written on the form:

1. Tell them to determine the type of job they want to apply for. They can have 2 or 3 possibilities, but they will only be doing one at a time.

2. Divide the students into pairs and distribute one copy of the Yellow Pages to each pair.

3. Inform the students that they will find an index in the back of the Yellow Pages. This index lists the type of businesses contained in the telephone book (e.g. restaurants, pet supply stores, automobile dealers, etc.).

4. Instruct the students to look through the index to find the types of businesses they think would hire people looking for the kind of work they want. In other words, they should ask themselves this question: "What types of places would need bus persons, cashiers, stock clerks, etc?"

5. Ask the students to examine the sample sheet to see how one student filled out the form for Stock Boy/Warehouse Jobs. Now, have the students write the types of places they might look under to find the job they have chosen to research. The students are to fill out one of the blank worksheets using the index of the phone book. They may work in pairs if they wish. You should walk around the classroom to see how they are doing and to give them ideas.

   (This exercise is basically showing the students how to find listings in the telephone book. Later on, they can go back to the actual Yellow Pages to find the names and phone numbers of potential employers.)

   (As a teacher resource, the List of Possible Employers for Different Types of Jobs is provided. This is useful as a handy reference for providing students with ideas on how to get started.)

D. Once students have completed the worksheets for at least one job, tell them that they are going to learn how to use this information to find out about job openings.

1. Ask the students to identify what they would say when calling an employer on the phone to ask about job openings. Write their replies on the chalkboard or on butcher paper.

   (Possible answers might be: their name, whom they would like to talk to, what they want, what kind of job they're looking for, and one or two positive things about themselves.)

2. Hand out the worksheet "How to Approach an Employer". Have the students read it over as you read the instructions aloud. Now have them practice the role play in their pairs. Emphasize that the example at the bottom of the worksheet is just a guide to provide suggestions for them to follow.

Steps to getting a job

3. Ask a couple of students to volunteer to do a role play in front of the group after they've practiced in pairs.

4. Have each student select an employer they would like to call from the Yellow Pages and write down the name, address, and phone number at the bottom of the worksheet.

E. Summarize the session by stressing the following points:

1. Using the Yellow Pages could very well uncover those jobs found in the "Hidden Job Market". Even though it's riskier than calling from the want ads, it does provide the potential to discover more job leads.

2. Practicing will help them get comfortable. Remind the students that employers want them to sound clear, confident, and prepared.

HOW TO USE THE YELLOW PAGES - Sample Sheet

1. Determine the type of job you wish to apply for (receptionist, bus person, cashier, etc.).

2. Look in the index of the Yellow Pages (it's in the back) and find the types of businesses that might hire what you are looking for.

3. Ask yourself, "What types of places would need cashiers, stockboys, cooks, etc."

3. It is helpful to go through the whole index. That way you won't miss anything. Remember there are some types of jobs, like clerical, that cover many different types of business.

SAMPLE

TYPE OF JOB - Stock Boy/Warehouse Jobs

Types of Places (from Yellow Pages)

1. Abrasives
2. Acoustical Materials
3. Adding & Calculating Machine and supply
4. Addressing Machines & Supply
5. Advertising/Direct Mail
6. Advertising-Directory & Guide
7. Air Cargo Service
8. Air Cleaning and Purifying Equipment
9. Air Compressing - Renting
10. Aluminum
11. Amusement Devices
12. Appliances - Household
13. Architects' Supplies
14. Artists' Materials
15. Adhesives
16. Auctions
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.

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TYPE OF JOB _____	TYPE OF JOB _____
Types of Places	Types of Places
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.

LIST OF POSSIBLE EMPLOYERS FOR DIFFERENT TYPES OF JOBS

AUTO MECHANIC TRAINEE

Service Stations
Instant Tune-up Places
Department Stores - Auto Services
Parts Stores
Government Agencies - Motor Pools
Automobile Dealerships
Military Bases
Public Transportation
Race Tracks - Equipment
Motorcycle Shops
Small Engine - Lawnmowers
Auto Wreckers
Aircraft Maintenance/Distributors
Mobile Homes
Food Concessions/Distributors
Air-Conditioning Contractors
Private Trucking Firms
Freight Yards
Automobile Alignment/Brakes
Auto Body/Painting Shops
Auto Accessories/Detailers
Automobile Manufacturers
Auto Headlight Adjustment Stations
Boat Repairs/Mechanics
Auto Computer Specialists

CASHIERING

Paint Supplies
Lumber Yards
Banks
Department Stores
Grocery Stores
Shopping Malls
Airports
Post Office
Restaurants
Movies
Car Washes
Drug Stores
Flower Shops
Auto Parts Stores
Parking Lots
Furniture Stores
Shoe Stores
Public Transportation
Gas Stations
Entertainment Places (skating rinks, theaters,etc
Fast Food Stores
7-11 Stores
Apartment Complexes
Police Stations
Auto Wreckers
Towing Shops
Big Entertainment Areas-Mariotts,Marine World,etc
Telephone Company
Western Union

CHILD CARE

Nursery Schools
Hospitals
Schools: Universities & Colleges
Churches
Private Nurseries
Child Care Centers
Social Service Agencies

DRIVING (Youth over 18)

- Buses/Public Transportation
- Parcel Post
- Towing Companies
- Couriers
- Driving Instructors
- PG&E
- Taxis
- Pizza/Chicken Deliverers
- Food Distributors
- Drug Stores
- Milkmen
- Ice Cream Companies
- Nurseries
- Grocery Stores
- Mail Delivery Services
- Motor Route (Newspaper)
- City Jobs
- Airport/Hotel/Motels
- Telephone Book Deliverers
- Deli's
- Laundries
- Caterers
- Bakeries
- Florists

GENERAL CLERICAL

- Day Camps
- Insurance Companies
- Airline Ticket Agencies
- Banks
- Any Private Business
- Shopping Center Development & Management
- Adoption Agencies
- Business Forms and Systems
- Credit Departments
- Department Stores
- Schools

JANITORIAL

- Schools
- YMCA
- Grocery Stores
- Airports
- Motels and Hotels
- Real Estate Offices
- House Cleaning Services
- Restaurants
- Hospitals
- Janitorial Services
- Beauty Parlors
- Theaters
- Kennels
- Zoo
- Drive-In Theaters
- Churches
- Banks
- Offices
- City or County
- Convalescent Homes
- Department Stores
- Community Centers
- Window Cleaners
- Factories
- Fast Food Places
- Bowling Alleys
- Veterinary Clinics
- Stables
- Discos

KITCHEN WORK

School Cafeterias
Hospitals
Retirement Inns
Private Home Work
Hotels/Motels
Caterers
Shopping Malls
Airports
Restaurants
Amusement Parks
Food Distributors
Bakeries

WAREHOUSE - STOCK

Household Storage
Moving Places
Department of Education
Retail Stores
Grocery Distributors
Tire Distributors
Rental Equipment Places
Sporting Goods Stores
Paper Manufacturers
Cold Storage
Steel Warehouse
Hardware Stores
Liquor and Beer Distributors
Machine Warehouse
Lumber Yard
Electronics Distributors
Ice Cream Stores

HOW TO APPROACH AN EMPLOYER

Whether you are talking on the phone or in person remember these points:

1. Get the name of the person in charge of hiring.
2. Ask to speak to that person.
3. Give your name and the kind of work you're looking for. Try to be specific.
4. Tell the person two or three facts about yourself (see example below).
5. If there are no openings, ask if you may call them again at some point. Also, ask if they know anyone else who's hiring.
6. Remember to be polite and speak clearly and confidently into the telephone. (This takes practice!)

- -

APPLICANT: Hello, may I have the name of the person who does the hiring?

RECEPTIONIST: That's Mrs. Smith.

APPLICANT: May I speak to her please?

RECEPTIONIST: I'll connect you.

APPLICANT: Thank you.

MRS. SMITH: Mrs. Smith, speaking.

APPLICANT: Hello, Mrs. Smith. My name is Margie Gomez and I'm interested in a part-time job after school as a cashier. I like to work around people, I'm friendly, and I've used a cash register. Do you have any openings?

MRS. SMITH: Yes, I do.

APPLICANT: When can I come down and speak with you further?
OR IF THERE ARE NO OPENINGS:
Do you know anyone else who may be hiring? I would really like a job.

ROLE PLAY

JS = JOB SEEKER E = EMPLOYER

JS: May I have the name of the person who does the hiring?

E: That's Mary Brown.

JS: May I speak to her please?

E: (Mary Brown): Mary Brown here.

JS: My name is _____. I'm looking for a part-time job after school. I'm strong, I like physical work, and I'm willing to work hard. Do you have any openings?

E: Well, I do.

JS: When can I come in and speak with you further?

E: Thursday at 10:00 would be fine.

JS: Thank you very much. I'll see you this Thursday at 10:00

- -

JS: May I have the name of the person who does the hiring?

E: That's Mary Brown.

JS: May I speak to her please?

E: (Mary Brown): Yes, this is Mary Brown.

JS: My name if Jill Hyde and I'm looking for a job. I'm a fast, reliable worker and I would like a good job after school. Do you have any openings?

E: We don't have a thing. Just hired everyone I needed yesterday.

JS: Could you take my name in case someone doesn't show up? Also, do you know anyone that might be hiring?

E: Well, Harry down the street was looking for someone to work in his laundry. He'd hire a student.

JS: May I tell him you sent me?

E: Sure.

JS: Thank you. Good-bye.

THE JOB INTERVIEW

Preparing for the Job Interview

Researching the Company

Practicing the Job Interview

Writing Thank You Notes

Preparing for the Job Interview

Purpose

To provide students with basic information about job interviews.

To help students learn how to prepare themselves for the job interview.

Materials

Thinking About the Interview
Job Interview - Food Service Worker Role Play
Butcher Paper and Markers

Time

25 minutes

Procedure

A. Begin this session by asking the students to tell you what a job interview is. (An answer should include the following points: It's the time when the applicant tells the employer about his experiences, skills, and interest in the job and company. It's the final step and most important step in getting the job. A good impression is crucial!)

B. Tell the students that, today, they're going to talk about job interviews. Include some basic do's and don't's, as well as what is important in terms of speech, dress and behavior

1. Ask the class to brainstorm some ideas of what they think is important when preparing for, and participating in, an interview. Tell them to think about their own experiences if they've had any. Write the list on the board.

   (Possible answers could include: dress neatly; be on time; be aware of nervous havits, like playing with pen, tapping foot; make eye contact with interviewer; speak clearly; know the interviewer's name; be confident: think about the good things one can say about oneself; don't bring friends, children, or radios.)

Steps to getting a job

C. Hand out the sheet "Thinking About The Interview". Give the students 5 minutes to read it. Discuss any questions or comments.

1. Ask students the following questions:

   a. What general comments do they have about the list?

   b. Is there anything on the list that is a surprise to them? Be specific.

   c. Is there anything on the list with which they don't agree?

D. Role Playing Interviews:

1. Divide the class into 3 groups.

2. Tell them they're going to listen to a role play of an interview and then discuss it in groups.

3. Have each group select a recorder and give the recorder a piece of butcher paper and marker.

4. Ask two people from the class to read the role play in front of the entire class. They should decide who will be the interviewer and who will be the applicant. Give them a few minutes to familiarize themselves with the script.

5. While the two are preparing, instruct the group what to watch for and be aware of while listening to this short interview.

   a. Write the following questions on the board:

      (1) What were the positive factors that would help Mary get the job? (Possible factors are: she explained her experience, she wanted the job, seemed friendly, indicated a willingness to work, knows why she wanted to work there.)

      (2) What were the negative factors that could keep Mary from getting the job? (Possible answers could include: was late, didn't know about hours of job, spoke badly about past employers, hadn't prepared answers to questions like - What are Your Strengths?)

      (3) From what you know would you hire Mary? Why?

6. Now have the students read the role play to the class. (Instruct the applicant to act out good or bad body language: for instance, slouching or sitting up straight, good or bad eye contact, nervous habits.)

Steps to getting a job

7. After they finish, give the groups 10 minutes to discuss the role play and their responses to it.

   a. Then have the recorders share the responses with the class as a whole. (You may want to put the butcher paper from each group up in front of the room.)

   b. Ask the students to look over the "Thinking About The Interview" sheet. What's on there that hasn't been discussed yet?

E. Summarize the session by discussing the following:

   1. What did the class learn?

   2. Ask some students to summarize some of the important points they learned about job interviews.

THINKING ABOUT THE INTERVIEW

Your Appearance

1. Dress neatly and appropriately for the interview.
2. Do the basics before you go (bathe, put on clean clothes, clean your fingernails, comb your hair, etc.)
3. Get a good night's sleep , so you'll feel rested.
4. Sit up straight and be aware of nervous habits (tapping feet, playing with fingernails. Try to keep your hands in your lap.)

Your Behavior

1. Be on time. (As a matter of fact, be a little early; it will help you relax.)
2. Be polite and smile. Shake hands and say thank you when you leave.
3. Look straight at the interviewer. Don't stare but keep eye contact.
4. Be positive!! Be confident!! (Even if you don't entirely feel that way.)
5. Don't chew gum or smoke in the interview.
6. Don't drink or take drugs beforehand. (They won't help!)

Your Speech

1. Speak plainly and clearly. Make sure you can be heard.
2. Do not use street talk. How you speak may be more important for office work and public contact work than other kinds of work, but good speech will always make a good impression!
3. Be enthusiastic!! (Everyone has a different way of being enthusiastic. Find your way!)

Other Important Points

1. Be prepared to sell yourself. Why would <u>you</u> be good at this job?
2. Go over questions you might be asked.
3. Know about the company where you're applying (what do they do, are there any brochures you can read?)
4. Don't say bad things about past employers even if they're true!
5. Don't make excuses for past mistakes. Admit that you made them and that you learned from them.
6. Before you leave ... was there anything you wanted to tell the employer about yourself that you didn't get a chance to say.
7. Don't say you want the job because you need the money (they know that).

Be Prepared

1. Leave friends and radios at home.
2. Do you know your social Security Number?

A JOB INTERVIEW: FOOD SERVICE WORKER

MUNDY'S STEAK HOUSE is looking for a bus person. That job entails carrying dirty glasses, dirty silverware, and dirty dishes from tables to the kitchen. It also includes setting up the tables and sometimes helping the people in the kitchen.

MARY HARRISON is applying for the job. She is 17, a senior in high school and needs work. She saw the part-time job advertised in the window of the restaurant - Help Wanted, Part-time, Bus Person. She set up an interview for 4:30, Wednesday afternoon with MR. BROWN, the restaurant's manager. She used to work in the school cafeteria, worked at McDonald's for 6 months, and worked in her Dad's business sometimes on weekends.

The day of the interview Mary rushed in the door at a few minutes past 4:30.

Mr. Brown: Hello, Mary, I'm Mr. Brown. Nice to meet you.

Mary: Nice to meet you. (extends her hand to shake his) I'm bushed. I was almost late. Can I sit down?

Mr. Brown: (he nods) Well, let's get started. What job are you applying for?

Mary: Bus person job. I saw the ad in the window.

Mr. Brown: What is your experience?

Mary: I've worked in my school cafeteria. I cleaned tables, stacked dishes, and generally helped clean the place. I was very fast.

Mr. Brown: Why did you leave that job?

Mary: We're only allowed to have it for a year.

Mr. Brown: It says on your application that you also worked in McDonald's for 6 months. How was that?

Mary: Awful! The manager was real mean to the kids and pushed everyone around. I would never work there again.

Mr. Brown: Why are you interested in this kind of work?

Mary: I really like to be around food. I might like to be in the restaurant business someday, and this is a real nice restaurant. I know I would work hard for you. I could work any day except Saturday from 12-5. Is that OK?

Mr. Brown: Well, it isn't, Mary. That's our busiest time. Didn't I mention that was the time we had to have someone busing dishes?

Mary: Oh, I guess you did. Well, I could arrange my schedule. I've heard so many nice things about Mundy's, I would really like to work here.

Mr. Brown: I need a fill in for Wednesday through Saturday. Wednesday, Thursday, and Friday 5-9 pm, Saturday 12-6. Will that work out?

Mary: I guess so. I could study before I go to work. I'll let you know.

Mr. Brown: Could you tell me what your strengths are, Mary?

Mary: Oh! (long pause) I don't know. That's hard. I haven't thought about that. I work fast and I'm friendly. That's what people tell me. (pause) Unless a nasty customer makes me mad.

Mr. Brown: How long do you think you'd work here?

Mary: I do want to go on to college next fall in the area. I will need a job to help support myself. So I would like to stay for a while.

Mr. Brown: Well, that's about it. Do you have any questions, Mary?

Mary: I guess not. But I really need the job, you know ... money.

Mr. Brown: Ok, I'll be in touch.

Mary: When will you make a decision?

Mr. Brown: Day after tomorrow.

Mary: May I call you? I'm sometimes hard to reach.

Mr. Brown: That's fine.

Researching The Company

Purpose

To introduce students to the value of researching a company.

To describe to students the kind of research that should be done.

To have students practice some research techniques.

Materials

Butcher Paper or Chalkboard
Role Play Situations
Research Summary Sheet
Interview Research assignment

Time

25 minutes

Procedure

A. Role Playing

1. Begin the session by asking the students to act out the enclosed role plays. Each role play needs 3 people. Select interested students and give them copies of the script and a few minutes to read over them.
2. Ask the students to listen carefully to the two role plays about job interviewing in order to discuss the differences between them.
3. Have the students read the role plays to the class.
4. Use the following questions as a guideline for your discussion:
   a. What were the differences in the two scenes? (Possible answers could include:
      - Marty was better prepared for the interview.
      - He knew something about the store.
      - He had taken the time to find out who he was talking to.
      - He knew what the job was.)
   b. What specifically did Marty know that Dan didn't?
   c. How and when did he find out?
   d. On what basis did you believe that Marty was more interested in the job?
   e. How would it help <u>you</u> to do this type of research.

Steps to getting a job

B. Ask the students to suggest information job applicants might get before an interview. Write their list on the board.

(Answers might include company's name, the name and position of interviewer, specific job and its duties, product or service of the company, number of employees, some honest positive things about the company, example, "My friend really likes working here".)

1. Categorize information gathered in the above exercise into one of the two types of research listed on the "Research Summary Sheet". (Display this sheet on an overhead projector, as a handout, or just write the information on the chalkboard or butcher paper.)

C. Tell the students that once we know what kinds of information we want, we need to find out how to get it. Ask the students to list the possible methods of getting the desired information. (Suggest they remember how Marty got his information.)

1. Possible answers could include:

   a. Research about the company - call company and ask library for company brochures (bigger companies usually have them, go visit if you can, Chamber of Commerce, relatives, friends, Yellow Pages sometimes have ads that say things like "Serving Peninsula since 1912", or "Furniture Rental Places in over 60 cities".

   b. Research about the job - ask when you call for an interview, job descriptions, career center library, counselor, an employee.

D. Tell the students that now they'll be getting an assignment to research a company where they might apply for a job. (You might want to give them a few days to do this.)

1. Hand out "Interview Research" sheet and read over the instructions with the students.

E. Summarize the session with the following points:

1. Ask the students if they know anyone who has gotten a job after having done some of this kind of research. Discuss.
2. Remind them to decide on a realistic job.
3. Their career library may be able to provide information, especially research about the job.
4. If they talk directly to an employer, tell the students to tell him/her that they're doing a project for school concerning job research. Ask them if they have the time to talk.
5. NOTE: The employers might have some more ideas on the kind of information they might like their applicants to have before they come in for an interview. Suggest to the students to ask them.

Steps to getting a job

F. Follow-up

1. Discuss the homework when the students bring it back.
   a. How did they get the information?
   b. Was there anything they didn't get?
   c. What were people's reactions as they gathered the information?

Don's Interview at Howard's Market

DON - Job Applicant
HARRY - Store Employee
MS. HOWARD - Store Owner
Date - April 7, 1982

DON: (to Harry) Hi, I'm looking for the boss. What's his name?

HARRY: Her name is Ms. Howard. What do you need? She's real busy.

DON: I have a job interview with her at 10 am. I had some trouble finding the place. It's smaller than I thought. Is it nice to work here?

HARRY: Yes, it's nice but I don't have time to talk now. As you can see it's a busy time. Just a minute I'll get Ms. Howard.

DON: OK. Thanks!

(Ms. Howard walks over to Harry)

MS. HOWARD: Hi, you're Don Walker. Come with me (they walk into her office).

DON: Were you the person I spoke to on the phone? (Ms. Howard nods) I didn't know you were going to interview me.

MS. HOWARD: Well, Don, you're interested in the position we have open here?

DON: Yes, but I didn't catch what exactly the job is.

MS. HOWARD: It's basically stocking shelves, unloading deliveries, and sometimes bagging groceries.

DON: Oh! I thought it was checking out the food for customers.

MS. HOWARD: Our employees don't usually start out that way. I see how they do first at the other jobs. Have you ever worked in a grocery store before?

DON: This is my first job. I'm just 16. Do you hire people that young?

MS. HOWARD: I do. I hire people younger than that on occasion. Harry is 18 now. He has been with me for over 2 years.

DON: You've been here that long! I never noticed the store before. I've lived in this neighborhood 6 years.

MS. HOWARD: We'll be here 5 years. We're noted for our fresh vegetables. I get them early in the morning from the Farmer's Market on Main Street. Do you have questions or anything you would like to tell me about yourself?

DON: No, I don't think so. But I'd really like a job!

MS. HOWARD: I have 3 more interviews. I'll decide Friday. Thank you for coming in.

DON: Thank you. Bye.

Marty's Interview at the Hardware Store

MARTY - Job Applicant
SALLY - Store Employee
MR. PANTEL - Store Owner
Date - April 28, 1982, 4 pm

MARTY: Where can I find Mr. Pantel? I have a 4 pm appointment with him.

SALLY: He's on the phone. He'll be off in a minute. Haven't I seen you before?

MARTY: Probably. I was here yesterday talking to Joe (another employee).

SALLY: OK. He's off now. Just go right in. (she points to the office behind the counter).

MARTY: Hello, Mr. Pantel. I'm Marty Peterson.

MR. PANTEL: Oh, yes! My 4 o'clock interview. Sit down please.

MARTY: Thank you. It's nice to meet you.

MR. PANTEL: Well, as you know we need some help. Do you know basically what the job is.

MARTY: Yes, I think so. I asked you on the phone and I talked to Joe yesterday for a few minutes when I was buying some stuff for my Dad. I know you want someone to put away deliveries, stock shelves, and maybe wait on customers after I've been here a while. Is there anything else?

MR. PANTEL: That's about it. There's always other stuff that comes up. Everyone does a little cleaning around here, also.

MARTY: That's fine. I've noticed that your phone rings a lot. If it will free you up, maybe I could learn to do that. I answered the phone at my school for two semesters. I could learn that pretty quickly.

MR. PANTEL: Thank you, Marty. That might be helpful. We'll see.

MARTY: It looks like the 6 people who work here really chip in and help each other out. It feels like a nice place to work.

MR. PANTEL: I hope so. Marty, have you ever worked in a hardware store?

MARTY: No, but I'd like to learn. I'm real interested.

MR. PANTEL: Well, that's good to know. Do you have any more questions.

MARTY: The Chamber of Commerce told me you were thinking of opening a store on Oak Street. If you could use help there I could get out there for work.

MR. PANTEL: I'll keep that in mind. Thank you for coming in.

MARTY: Thank you for speaking to me. When will you be making a decision?

MR. PANTEL: Day after tomorrow. Why don't you call me then.

PESEARCH SUMMARY

Research About the Company

WHAT DOES IT DO?

WHAT PRODUCT DOES IT MAKE OR DISTRIBUTE OR WHAT SERVICE DOES IT PERFORM?

HOW MANY EMPLOYEES DOES IT HAVE?

IS IT A GROWING COMPANY?

WHAT'S THE NAME OF THE PERSON WHO WILL BE INTERVIEWING YOU?

IS THAT THE PERSON WHO WILL BE DOING THE HIRING?

Research About the Job

WHAT IS THE JOB YOU'RE APPLYING FOR?

WHAT ARE THE DUTIES AND QUALIFICATIONS?

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

(These questions about the job could also be asked on the job interview if you did't get a complete answer beforehand.)

INTERVIEW RESEARCH

Directions

1. Decide on a job and a specific company you might like to apply for. (If you have an actual interview coming up, you can use that.)

2. Make it as realistic a job goal as possible (clerk in a store, stockperson, restaurant worker, entry-level clerical job, etc.)

3. Ask yourself what local businesses have at one time hired students? Ask your work experience coordinator if you can't think of one.

4. Answer each question as completely as possible.

NOTE: When approaching employers, ask them, at the start, if they have a few minutes. Be sure to tell them exactly why you're doing this. Most will be very cooperative.

- -

Research about the company

1. What do they sell or what service do they perform? _____

   _____

2. How long have they been in business? _____

3. How many employees do they have? _____

4. Do they hire high school students? _____

5. Who does the hiring? Name: _____ Position: _____

6. Are they planning to expand the number of employees in the near future?

   _____

7. What special fact or facts would you note about this company? _____

   _____

- -

Research about the job

What is the exact job you're applying for? _____

Are you interested in any other jobs there? _____

If so, what are they? _____

What are the duties and responsibilities of the job? _____

_____

_____

Practicing the Job Interview

Purpose

To expose students to typical interview questions, and provide them with an opportunity to practice some responses.

Materials

Job Service Sheet 16 Most Asked Questions
Four General Types of Questions
Interview Question Cards
Butcher Paper or Chalkboard

Time

Approximately 50 minutes (you could spend more time if you wish the class to have more practice)

Procedure

A. Begin the session by handing out the "Job Service's 16 Most Frequently Asked Questions." Give the students 10 minutes to read through them.

B. Mini-lecture regarding the different types of interview questions.

1. Use the "4 General Types of Questions" Sheets as a handcut or for an overhead projector.
2. Tell the students that these are the 4 general types of interview questions. 99% of all questions asked on a job interview fall into these categories.
3. Ask the group to give one or two examples of questions for each type. Tell them to use the Job Service Sheet if they need to find examples. Write some of the examples on the board.

   a. KNOWLEDGE ABOUT SELF - What are some of your strengths?
      - Tell me about your last job.

   b. KNOWLEDGE ABOUT THE COMPANY - Why do you want to work here?
      - Are you familiar with what we do?

   c. KNOWLEDGE ABOUT THE JOB ITSELF - Why do you want to do this kind of work?
      - Why do you think you're qualified?

   d. GENERAL INFORMATION - What would you do if a customer started to yell at you for what seemed like no reason?
      - Do you have a car?

Steps to getting a job

4. Indicate to the class the questions that youth don't usually get asked. They are #5, #9, and #16. They are more often asked of older workers looking for permanent jobs.

5. Indicate, also, that #1, #2, #4, #6, #11, and #14 are very common questions. While students won't be asked all on one interview, they should think about possible answers.

C. Practice in answering common interview questions.

1. Divide the class into groups of 3. Tell them they will be taking turns doing the following:

   - One person in the group will ask the questions. He/she will be the Interviewer.
   - One person in the group will answer the questions that the Interviewer asks. He/she will be the Applicant.
   - One person, the Observer in the group, will watch and give feedback to the Applicant about his/her answers.

2. Hand out to each student a copy of the Interview Cards.

   a. Instruct them to separate the sheet into the eight sections indicated along the dotted line.

   b. Tell them to pick two questions of their choosing from the 16 Question List to put on the blank cards. Each student should have a stack of 8 cards.

3. As a class, brainstorm appropriate general behaviors that would demonstrate "good" applicant responses to interview questions.

   a. Here are some possible responses:

      - Answers that are clear and given in a strong voice
      - Answers that are complete but as brief as possible.
      - Applicant should be enthusiastic and cheerful.

   b. Write down some of the students' responses on the board.

4. Student interviews (allow 20 minutes)

   a. Remind them that this is practice. It's OK to get nervous and trip over words. It's not supposed to be perfect.

   b. You may want to review the list of "Points to Remember" from the Interview Preparation Exercise

   c. Students do actual interviews. Go around and help each group as necessary.

Steps to getting a job

D. Then, if you have time, after everyone has practiced, reassemble the class and ask some people to volunteer some answers to a few questions (do at least #'s 2, 11, and 14). Try to get one or two answers to each question on butcher paper or chalkboard.

   For each answer, ask the class their opinion. If they were employers what would they think?

E. Summarize the session by discussing the following questions:

   1. What did they learn from doing this?
   2. Do they feel a little more confident about interviews now?
   3. Remind them that this is just a beginning.

Optional Activities

It is highly recommended that you use a film on interviewing, preferably the one recommended in the first interview exercise, before practicing the questions. It will make this experience more beneficial for the students.

16 QUESTIONS THAT CAN CHANGE YOUR JOB INTERVIEW

Employment Development Department
State of California

ONE: IMAGINED SITUATIONS THAT TEST A PERSON'S KNOWLEDGE OF THE JOB, AND THEY CAN BEGIN WITH QUESTIONS LIKE "WHAT WOULD YOU DO IF"...

Remember here the quality of the solution is not nearly as important as the attitude used to deal with the question. A calm approach is a best bet--no rush statements like "Well, I would do this...It's far better to cushion your statements with answers like--"One of the things I might consider would be," and then give your answer. If you commit yourself to a process of what you WOULD do, and it isn't one THEY would like or consider, you are in an awkward position. Giving your answer a cushion of being one of several possible choices is a better answer.

TWO: IN WHAT TYPE OF POSITION ARE YOU MOST INTERESTED?

Job titles and responsibilities that go with them vary from employer to employer, so cover both sides of the question--tell them what kind of FUNCTION you like--such as "I am good at accounting and math, and organizing information etc., and positions related to these skills such as accounts payable." Give the employer an opportunity to put you where you best fit, by being able to tell them what it is you do best, not just your last employer's job title. Avoid over-eager discussions of what you are hopefully planning for the future unless you are asked--remember, employers are generally more interested in individuals working well where they are now than a potential supervisor who is a dissatisfied employee.

THREE:
WHY WOULD A COMPANY ASK "HAVE YOU HAD YOUR DRIVER'S LICENSE REVOKED?"

This puzzles many applicants, because most jobs do not require that you drive on the job. Some of the reasons for this question include finding out that a revoked driver's license can be an indication of other problems (such as) bad driving record, arrests for drunk driving, the possibility of medical problems with eyesight or limiting disabilities.

FOUR: WHAT JOBS HAVE YOU HELD, HOW DID YOU OBTAIN THEM, AND WHY DID YOU LEAVE YOUR LAST JOB?

The first part of this question is just reporting fact, however if there were problems or real concerns about your last employment, you are generally concerned about dealing with this even before the interview, and when the question is actually asked, it is important that whatever the situation is the answers do NOT reflect badly on the previous company--the interviewer's feeling is that if you speak badly about your last

company, you will speak badly about the next one that hires you. One of the best methods here is to be sure that your answers are always given in a calm comfortable way, and in a voice without tension.

FIVE: WHAT ARE YOUR IDEAS ON SALARY?

There are three ways that you can talk about salary; you can ask for OVER what they want to pay, UNDER what they are paying, OR be in the ball park for the salary they are considering. Most people are not really prepared to deal well in the negotiation process for a salary. The clue here is to understand that if the salary isn't already openly quoted, the company still has an approximate salary range in mind, and one good approach is to ask, "Can you discuss your salary range with me?" Using this method, you are asking the interviewer to give you a way to relate to what you can possibly expect. This will allow you to compare this to what you think your time is worth.

SIX: WHY DO YOU THINK YOU WOULD LIKE TO WORK FOR OUR COMPANY?

This question is almost equivalent to the personal question "Honey, do you love me?". Everyone wants to feel cared about or chosen, and employers are no exception. The usual answer to the question is "I am looking for a job", which is saying that your only interest in the company is that the company has something that YOU want--a job opportunity, but it doesn't make them feel as though you care about them. The truth is that when most individuals look for a job, they are more interested in getting a job than in being particular about where they work. They only want to be hired "someplace". ONE OF THE MOST IMPORTANT THINGS YOU SHOULD DO BEFORE YOU GO TO AN INTERVIEW, OR ASK FOR ONE, IS TO FIND OUT ALL YOU CAN ABOUT THE COMPANY. This information is available in the business section of any library, or the Chamber of Commerce. Do your homework, so that you will have work to come home from.

SEVEN:

HOW LONG DO YOU EXPECT TO WORK?

Companies like people are different in what they expect in terms of how long they want an individual to plan working, but the bald truth is, that a company will not keep any employee past their ability to use their skills, or pay him, and the other half of that concern is, you are not going to work for a company past the time that is good for you. Everyone is interested in more money and responsibility, and should this come from a new employer offer, you realistically leave. So, it's my feeling that the best answer here would be "As long as it is good for both of us", as the most realistic, honest response.

EIGHT:

CAN YOU GET RECOMMENDATIONS?

There are several considerations here--any person you choose as a reference will generally tell the would-be employer that you are the greatest thing

since cracked ice and sliced bread---so realistically, the ability to get references, and the kinds of people you choose to recommend you, are more important than the references themselves. Your church leader, business man, or teacher is a better choice than your next door neighbor. A great technique is to get letters of reference, have instant machine copies made, and attach them to your application blank at the time of interview. This really helps. It is not always wise to go to Personnel for your job recommendations, rather get them from the people you like working with.

NINE: ARE YOU WILLING TO GO WHERE THE COMPANY SENDS YOU?

Most people who live in our Queen City by the bay, have chosen to live here and do not want to leave. Remember however, that it is difficult to predict what you will be doing on a job in advance, and a comapny who needs flexibility in its staff may not consider someone who cannot or will not move. YOU have to make the decision here as to whether the job or your city location is more important to you.

TEN: ARE YOU LOOKING FOR A PERMANENT OR TEMPORARY JOB?

This answer is easy if you are only looking for part time work, or permanent work--but if you are interested in just financial survival, and want to take anything you can get, relate honestly that you would prefer full time, permanent work, with the company, however if you can be placed immediately only in part time work, then working part time with them is good for you until they can hire you on a full time basis. Employers are more inclined to hire full time from a part time employment pool than take a person from the outside.

ELEVEN:
TELL ME SOMETHING ABOUT YOURSELF.

This question is generally followed by a shocked silence, as you race your mental motor trying to find something about yourself to talk about. This is the time you sould be telling the employer that you are happy to talk about yourself, and ask him just what it is he wants to hear about--this approach leaves it less open ended, where you are not floundering around tellin g him that you like backpacking and rock music. If he tells you what he is interested in hearing, you have a happy way to respond, but if he says "just tell me about yourself", hop in happily with the reasons you feel that your skills and background are good for the job. You will seldom have a better opportunity than this to sell yourself well.

TWELVE:
WE HAVE MANY QUALIFIED APPLICANTS. WHY DO YOU THINK WE SHOULD HIRE YOU FOR THIS JOB?

This is tough--because almost everybody says the same thing--"Because I think I can do the job"--the words being accompanied by a sinking feeling in the pit of your stomach. One of the best approaches here is to convey that you are not in a position to evaluate the other candidates, so you cannot give them any answers on their qualifications, but you can answer

well about your own, and that you believe that your background experience and interest in the job equip you to handle the work well. It is important to say "I believe" because the truth is, you won't actually KNOW until you do their job how well you can do it. Remember, they can argue with your facts, but they can't argue with your feelings, and if you say you feel or believe you can do the work, you are being believably honest.

THIRTEEN:

HAVE YOU HAD ANY SERIOUS ILLNESS OR INJURY?

This is a breeze if there aren't any problems, but if there are, or have been, be prepared the right way--have a signed CLEARANCE from your own doctor to take with you to the interview, stating you are physically well, and in abounding good health, and able to meet the demands of a work situation.

FOURTEEN:

WHAT ARE YOUR WEAKNESSES AND WHAT ARE YOUR STRENGTHS?

Smile when they ask this one--have a list made up for yourself that you have memorized about what it is you do best, such as, "I work well with other people on a team basis," etc. then make your weaknesses possible strengths--for instance, "One of my weaknesses is that I find it hard to release responsibility, so frequently, I spend a lot of time on my own doing the job myself."

FIFTEEN:

DO YOU HAVE ANY QUESTIONS ABOUT THE COMPANY OR JOB?

Every employer, down at the bottom of their company hearts believe the myth that good people are hard to find--and if asked, a good person is always one that is really interested in the company and in the job that they do--so this is an ideal time to relate your interest, enthusiasm, and commitment to the company and the job.

SIXTEEN:

HOW DO YOU FEEL ABOUT WORKING WITH A YOUNGER OR OLDER SUPERVISOR?

Isn't it amazing that supervisors are people too? Your concen of course, is that you do the best job possible for the company, and the supervisor is there to help, and age is not a criteria of ability to do this.

4 TYPES OF INTERVIEW QUESTIONS

KNOWLEDGE ABOUT SELF - (INTERESTS, SKILLS, EXPERIENCES)

KNOWLEDGE ABOUT THE COMPANY - (WHAT PRODUCT DOES IT PRODUCE?
WHAT SERVICE DOES IT PERFORM?
HOW LONG HAS IT BEEN IN BUSINESS?
GENERAL INFORMATION)

KNOWLEDGE ABOUT THE POSITION AND JOB ITSELF - (QUALIFICATIONS, DUTIES)

GENERAL INFORMATION - (INCLUDE ANYTHING FROM "WILL YOU MOVE IF NECESSARY" TO "WHAT WOULD YOU DO IF YOUR BOSS ASKED YOU TO WORK OVERTIME"?)

INTERVIEW QUESTION CARDS

Question #1 What would you do if a customer started yelling at you?	Question #2 What type of position are you most interested in?
Question #6 Why do you think you would like to work for our company? (decide on a place you both know something about)	Question #11 Tell me something about yourself.
Question #4 What jobs have you held, how did you obtain them, and why did you leave your last job?	Question #14 What are your weaknesses, what are your strengths?
Question # ____ or make up a question of your own	Question # ____ or make up a question of your own

Writing Thank You Notes

Purpose

To teach students the importance of writing thank you notes after an interview and how to write them.

Materials

Sample Thank You Notes

Time

20 minutes

Procedure

A. Ask students if any of them have ever sent a thank you letter to a prospective employer? If yes, why did they do it?

B. Discuss with the class the value of writing a thank you note.

1. What do they think the value would be?
2. Tell students that a thank you note
   - lets an employer know that you're really interested in the job - that you're a conscientious and serious job-seeker.
   - reminds them about you in particular.
   - in today's competitive job market, could make you stand out from the rest of the job applicants.

C. Ask the class to brainstorm a list of what should be included in a thank you letter.

1. Write the list on the board.
2. Tell the class the following guidelines about writing a thank you note:
   - It should be short and simple. You just want to thank the interviewer for speaking with you.
   - In the note, remind the employer that you're interested in the position.
   - You might want to say again that you feel you're qualified for the position and will do a good job.

Steps to getting a job

- If you left out a qualification that could be important or persuasive, you could say something like:

  "I may have forgotten to tell you I can operate a 10-key adding machine."

  or

  "As you said in the interview, you really need someone who can work fast, and I'm that person."

D. Put the "Sample Thank You Notes" on an overhead projector or write them on butcher paper. Remind students that the notes are just samples.

   1. Point out where the name and addressee go.

   2. Tell them to type the thank you note, if possible.

E. After discussing any questions, assign each student to go home and write a thank you note. They should treat the note as if they were really going to send it to an employer.

Sample Thank You Notes For After The Interview

September 18, 1982

Mr. Marvin Brown
16 Happy Street
Your Town, California 94110

Dear Mr. Brown:

I am very interested in the bus person job for which I applied. During the interview, I learned exactly what is expected. I think I could do the job well.

Thank you for interviewing me. I enjoyed meeting you, and I hope to be hearing from you soon.

Sincerely,

Mary Right
951-3742

September 18, 1982

Mr. George T. Smith, Manager
Petri's Hardware Store
3745 Up Street
Your Town, California 94110

Dear Mr. Smith:

Thank you for the interview this afternoon. I very much appreciated the time and consideration you gave me.

The stock clerk job which we discussed is definitely interesting to me, and I hope that you'll consider me. I believe I can be of service to you.

Sincerely,

Bob Henson
674-5183

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